



Assessment & Examinations Procedure for ICST Higher Education Programmes

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Section 1: Purpose & context

1. This document sets out the procedures associated with assessment and examinations for all higher education programmes delivered by the Institute of Clinical Science and Technology in partnership with a validating partner. The document also provides details of certification and transcripts for these programmes.
2. Throughout the document, an 'ICST award' refers to an award validated by an awarding partner, such as a university or other higher education awarding body. The use of the term 'ICST award' is not intended to imply that ICST is the awarding body. Details of any specific awarding body can be found in the course description or specification.
3. Procedures associated with assessment and examinations for ICST short, vocational or other non higher education courses are necessarily scaled down to suit the needs of the particular course without losing the high standards of scrutiny and quality assurance which underpin the procedures for higher education programmes. These can be found under a separate document 'Assessments and Examinations procedure for non-higher education courses'.
4. ICST works with a variety of validating partners who have their own policy and procedures for Assessment and Examinations. In these circumstances, where there is a contradiction the procedure of the validating partner will apply in precedence over the ICST procedure except by mutual agreement.

Section 2: Assessment Procedures

- 2.1. The purpose of assessment is to measure students' learning, skills, and understanding. Assessment enables students to demonstrate that they have fulfilled the objectives of their course and achieved the required standard. Assessment also helps students to reflect on their learning, and to recognise and enhance their achievements.

Assessment in relation to credit and awards

2. The basis of the assessment for the Institute's taught awards, including the taught components of a professional doctorate, are by assessment of students within and/or at the end of each module. The assessment method, criteria and the marking scheme are based on the module's learning outcomes and reflect the appropriate credit level.
3. The compatibility of module outcomes with the objectives of the course is verified through the process of validation. The operation of a course of study is subject to regular and continuous scrutiny in order to ensure academic standards are maintained.
4. Credit is awarded by the Institute to quantify learning achieved at a given level to learners who have attained the specified learning outcomes of the module. Credit is given on the basis of module assessment. Students are awarded credit for modules passed at Levels 3, 4, 5, 6 or 7.

No student will be required or permitted to retake a module for which they have already received credit, unless;

- a) The maximum period of enrolment (see below) has expired; or
 - b) An Academic Integrity Coordinator or Academic Integrity Panel has required that modules be reassessed as part of the penalty for cheating or plagiarism (see Academic Misconduct below); or
 - c) A student has a supported claim for extenuating circumstances but has nonetheless passed the module. In such a case the award and progression examination board may offer the student a deferral in that module. If the student achieves a higher mark in the deferral that mark will be recorded.
5. The Institute expects all work submitted for assessment is the sole work of the individual submitting the work (except where it is specified as a group assignment). There are defined processes, and penalties, related to poor academic practice, plagiarism, collusion and cheating in examinations (for which the penalties include exclusion from the Institute and failure of the entire course). For further information, see Academic Misconduct below.

Transfer of credit

6. Credit awarded by another higher education provider may in certain circumstances contribute to the credit required for an ICST validated award. For credit to be transferred, the learning must be relevant to the course for which the claim is being made. The learning must also have been at a comparable academic level and must have been assessed.



7. Any credit transferred from another provider must be equal to, or less than, the amount of credit awarded by the ICST. The transferred credit can be reduced if the learning is not relevant to the course, or is out of date.
8. At least half of the credit required for an ICST validated award must normally be accumulated as a result of learning assessed at the Institute of Clinical Science and Technology and its validating partners.
9. In exceptional cases, transfer of credit from another provider may exceed 50% of the credit required. If this is the case, the processes followed to award the transfer of credit must be thoroughly and independently scrutinised and regulated to ensure the standard of the Institute of Clinical Science and Technology and its validating partner is maintained. **The amount of credit transferred can only exceed 50% of the credit required for an award:**
 - As a result of an institutional agreement;
 - As a result of a validation panel explicitly approving entry to an advanced stage of a course for candidates with certain specified academic (or equivalent) qualifications;
 - On an individual basis but the credit transfer from another provider will never exceed two thirds of the credit required for the award.
10. When the transfer of credit in excess of 50% is granted, the award must be accumulated within the specified maximum period of registration for that award. This need not apply if less than 50% transfer credit is requested.
11. **When considering requests, ICST will:**
 - Confirm (against a transcript of credit or award certification) that the learning activity has been given a credit rating (for example 20 credits at Level 5) or judge the level and amount of credit on the basis of the year and volume of study at another UK institution (by reviewing course content and learning outcomes) or confirm the level and volume of study successfully undertaken in an overseas Institute or similar institution;
 - Keep a record of the consideration of the claim;
 - Ensure that any award of transfer of credit is entered on the student record system and that the information is made available to the relevant award and progression examination board.
13. In some cases, a group of students may be admitted with credit through a different arrangement, not necessarily linked to another institution. In such cases there will be no formal institutional agreement so this must be approved by the Quality and Standards Committee.
14. If an honours or distinction student is exempted from modules because of their transfer of credit, the examination board must decide on what basis those modules will contribute towards the final mark. Exempted modules will normally be disregarded.

Re-grading of credit

15. The upgrading of credit is the transfer of credit awarded at one level to a higher academic level. This is not normally permissible. Students should not normally receive more than one allocation of credit on the basis of a single learning activity.

Accreditation of Prior Experiential Learning (APEL)

16. Applicants who meet or exceed the criteria for entry to a course may also be eligible for recognition of their prior learning and this will exempt them from some of the requirements for their award. The decision to admit a student onto a course is separate from the decision to recognise prior learning. The decision to recognise prior learning is taken after the decision to admit has been made. This is taken in reasonable time so the applicant can determine whether they wish to accept the offer of a place.
17. Recognition of prior learning is for learning that has not taken place in a classroom, does not result from following a programme of study and is not measured in and verified by a transcript. The learning has taken place in a different setting, for example, the workplace. This does not include courses based on the accreditation of current or planned experience (such as work-based learning). Credit is not awarded on the basis of experience per se; it is awarded on the basis of what is learned through reflecting on experience.



18. **The content of APEL submissions will vary in accordance with the nature of the experience and of the learning that has resulted from that experience but might include the following elements:**
- The statement of the claim;
 - A brief CV to provide a context for the claim;
 - Reflection on the relevance of the learning to the programme against which the claim is being made;
 - Outcome cross-referenced to the full evidence;
 - Full evidence.
19. **Types of evidence might be:**
- Practice-based documents;
 - Reports based on reflection on practice;
 - Video/audio tapes and analysis relating to the learning outcomes;
 - Analysis of issues arising in preparing for practice;
 - Analysis and description of practice activities;
 - Analysis of training activities in relation to the practice;
 - Statements from line managers in relation to practice.
20. Evidence must be sufficient, relevant, verifiable and current.
21. Evidence must not be solely assessed by the staff who have advised the claimant.
22. APEL claims are subject to the same quality assurance processes as learning derived from taught programmes of study.
23. **The procedure for considering requests for the accreditation of prior experiential learning, includes the following stages:**
- Allocation of a member of academic staff to advise the candidate;
 - Specification of what the claim must entail, in particular, the nature and purpose of evidence of learning to be submitted by the candidate must be made clear;
 - Agreement of assessment work to be submitted (e.g., portfolio, presentation, submission of artefacts, examinations);
 - Agreement of submission dates;
 - Agreement of tutorial arrangements (including monitoring progress towards submission, reviewing drafts etc.);
 - Clarification of arrangements for assessment (including assessment criteria, internal and external moderation);
 - Assessment of the claim by a panel appointed for this purpose by the award and progression examination board;
 - Feedback to the claimant; where the claim cannot be accepted the feedback should include details of its shortcomings and/or any additional evidence necessary for the acceptance of the claim.

Module assessments

24. ICST has transparent procedures to ensure that no individual student or group of students are disadvantaged by the nature of the assessment task or the marking system used.
25. At Levels 5, 6 and 7, both the setting and the marking of assessments must be moderated by external examiners.



Where Level 5 or Level 4 modules contribute directly to an academic award (for example HND/HNC and Foundation Degree Programmes) these must also be subject to external moderation. A system of internal verification of assessments, at all academic levels is implemented by the relevant division.

26. Course or module regulations may specify minimum attendance requirements which students will be required to meet. Minimum attendance requirements will be recorded in course specifications.
27. A student's achievement in each module must be assessed so they are awarded an overall mark for each module. If an assessment covers more than one module, the assessment must be structured so that a separate overall mark can be awarded for each module.
28. Assessment will normally take place during the semester in which the module is offered. At or near the start of each module the relevant division must ensure that students are informed of the requirements and criteria for assessment and of the weight carried by each component of assessment.
29. If the assessment of a module consists of more than one component (for example formal examination and coursework) the overall module mark is calculated as a weighted average of the marks for all the components. This is based on the weightings approved through the course validation process (see the Academic Quality and Enhancement Manual) or modified through the Institute's academic standards committee. If no weighting is stipulated, each element will carry equal weighting.
30. A component may be further divided into sub-components, each with its own weighting in the calculation of the mark for the component.
31. Some components (typically assessment to demonstrate competency) may be pass/fail only, in which case the module mark will be calculated from the weighted average of the marks for components which are quantitatively assessed.
32. A threshold mark will normally be specified which a student must achieve in each component of assessment in order to pass the module. The minimum threshold mark for a component is normally 30% at Levels 5, 4, 5 and 6 or 40% at Level 7, but may be set higher. No minimum mark may be specified for any sub-component of assessment.
33. **To be awarded a pass in a module a student must:**
 - Achieve an overall weighted average mark for the module of at least 40% at Levels 5, 4, 5 or 6 and 50% at Level 7; and
 - Achieve the minimum threshold mark in each component of assessment for which a threshold is specified; and
 - Achieve a pass standard in specified pass/fail assessments where such assessments are used.
34. A student registered on specific courses may be awarded a module pass with merit or distinction. In order to be awarded a pass with merit a student must normally have achieved a weighted module mark of at least 55% (60% for level 7). In order to be awarded a pass with distinction a student must normally have achieved a weighted module mark of at least 70%.
35. All module marks must be computed as a numerical percentage rounded off to the nearest whole number. Marks with a decimal part below .5 will be rounded down to the nearest whole number, and marks with a decimal part above .5 will be rounded up to the nearest whole number. Students will normally be informed of their module marks following the completion of the module, in accordance with procedures published by the Institute. These module marks are provisional until ratified by an examination board.
36. The ICST will ensure that the dates for examinations and submission of coursework are recorded in the Institute's student record system before a module begins. The module coordinator will inform the students registered on the module and the administrative office of any change in the deadline date for coursework submission at the earliest opportunity.
37. Students must:
 - Make themselves aware of these dates that are published via Moodle and/or MyICST; and
 - Attend examinations and submit work for assessment on the dates required.



Attempts at assessment

38. A student will be deemed to have made a first attempt at each component or sub-component of assessment (coursework and examination) at the due date, whether or not the attempt has been made. A student who fails to submit a component or sub-component of assessment as required will be awarded a mark of 0% for that component or sub-component of assessment.
39. Where a student has not successfully completed the assessment for the module a resit opportunity is allowed. If a claim for extenuating circumstance has been accepted, the first resit opportunity will be regarded as a first attempt. Students are expected to attempt the assessment at the next available opportunity. If the student does not attend the examination or submit the coursework at that time unless they have further extenuating circumstances accepted they will be deemed to have made an attempt at the assessment and be awarded a mark of 0%.
40. Where a student has been required to repeat a module and there are no other regulatory requirements to prevent it they will be permitted a first attempt at assessment of the repeated module and a resit opportunity. Students are not usually allowed to register more than twice on any module including deferral and referral opportunities.
41. Each school keeps a list for reference of all the dates for the submission of all modules on courses taught by the school.

Submission of coursework

42. Students must submit assessments electronically, unless the type of assessment makes it impossible to do so. The relevant module guide will inform students of the format(s) that they are expected to use. It is a student's responsibility to ensure that they have back-up copies of any work submitted. Failure of IT equipment will not be accepted by the examination board as a reason for non-submission, incomplete submission of an assessment or (normally) as an extenuating circumstance.
43. The physical or electronic receipt is the only acceptable proof of submission.

Late submission of coursework

44. A student who is unable to submit a written coursework assignment by the specified deadline may submit up to two weeks late. This includes undergraduate and master's level dissertations. Coursework not submitted by the published deadline but, following notification, is submitted within two weeks (ten working days) of the published submission date will be marked by an appropriate member of staff and will have their marks capped at the pass mark (40% for undergraduate, 50% for postgraduate).
45. A successful claim for extenuating circumstances may mean the capping is not applied (see below). A valid extenuating circumstances claim means the examination board has discretion to remove the cap where assessment and feedback make this reasonable.
46. Work submitted more than two weeks after the published deadline date will receive a mark of 0% (zero).
47. For students on a professionally accredited course where the professional body does not permit late submission, these regulations will not apply. The course specification will clearly advise if this is the case.
48. Resubmission of coursework and forms of assessment such as group work, presentations and class tests are not covered by this regulation and must be completed on time. A successful claim for extenuating circumstances may mean that the student is able to submit the work at a later date.
49. Students unable to submit course work by the published submission date must notify the Institute prior to the submission date using the Notification of Late Submission form accessed via the student portal. Any other form of notification, such as an email, is not acceptable.
50. Students registered with Disability and Dyslexia Support (DDS) may be entitled to submit up to two weeks (ten working days) after the deadline, subject to agreement, and the mark will not be capped. Students will need to show that they are registered with DDS when they notify the Institute that their coursework will be late. DDS registered students who do not submit within two weeks (ten working days) will be awarded 0% (zero).



51. For resits of coursework assessments within the same academic year (for example, 2016-2017) all students, including those registered with the Institute's DDS service, may not submit coursework after the published submission date.

Assessments for students taking modules which do not contribute to an ICST validated award

52. Alternative assessment arrangements can be approved by the Quality and Standards Committee for students from other higher education providers taking modules at the Institute which do not contribute to an award of the Institute. This would apply to students who leave the Institute before the end of the semester, meaning they are unable to participate in the approved assessment for the module(s).

Section 3: Examination procedures

3.1. A summary of the rules for examination candidates are displayed or provided to candidates prior to the examination

Preparation for examinations

2. Examination questions are prepared within the timetable set out in the assessment calendar approved by the Academic Board.

3. Examinations that contribute directly to an academic award are sent in draft to the external examiner for comment. Draft questions for both first sit and resit examinations are prepared and sent for comment to the external examiner at the same time.

4. The academic member of staff responsible for the examination questions is responsible for checking and certifying the accuracy of the final version of the examination.

5. The Examinations Office must:

- Arrange secure storage of draft and final approved examination questions and the copying of the final approved version of all examination papers;
- Ensure that examination papers are available for collection on the day of the examination.

6. No unauthorised member of staff can copy any papers before the day of the examination.

7. The role of module leader is to write the examination question(s) (or arrange for it to be written) to respond to the comments of the external examiner and to check and certify the accuracy of the final exam. The module leader will determine what aids are permitted in the examination.

Timetable for examinations

8. ICST will publish an examination timetable on MyICST. All exams are held in the examination periods set out in the assessment calendar. There is also an approved calendar for a course held outside the normal academic calendar. In exceptional cases the Principal can authorise an exam to be held at another time.

9. In the event of an examination requiring attendance specified rooms will be set aside for examination use. These rooms may only be used for examinations during the examinations period, and may not be used for teaching on courses that continue during the examination period.

10. It is a student's responsibility to be aware of the Examinations timetable.

Invigilation of attendance exams

11. The Institute is responsible for ensuring that in all cases where candidate attendance is required at examination, invigilators are appointed and that suitable base rooms are established and staffed throughout the examination period.

12. In each examination room there will be:

- No fewer than two invigilators irrespective of the number of candidates, and
- Normally a further invigilator for every additional 35 candidates.



13. Invigilators have a responsibility to ensure that the examination for which they are appointed runs smoothly and is conducted in accordance with the academic regulations. The role of invigilators is to start and finish the examination, maintain effective discipline in the room and ensure that the examination is conducted in a proper manner.

Invigilators should:

- Collect the examination question papers and the appropriate examination stationery from the base room prior to the start of the examination;
- Be present in the examination room at least thirty minutes before the start of the examination. The module coordinator (or author of a paper where different) should be present at the beginning of an examination in order to answer candidates' queries.
- Ensure that candidates follow the rules for candidates;
- Ensure that candidates are observed by an invigilator throughout the examination;
- Announce the start and finish of the examination(s);
- Take a register of attendance and check the students' ID cards;
- Have the authority to instruct candidates to sit in accordance with a seating plan. Such a plan may have been prepared before the examination or may be devised immediately before the start of the examination if the invigilator deems it necessary;
- Inform candidates twice of the remaining time available, normally 30 minutes and 15 minutes respectively before the end of the examination;
- Make a report of any incidents during the examination.

14. If a student causes a disturbance, the invigilator will:

- Warn the student;
- Require the student to withdraw if he or she persists;
- Not re-admit the student if s/he is required to withdraw;
- Make a note of the circumstances for the Institute.

15. If a student reports that he or she has inadvertently brought an unauthorised item to his or her desk the invigilator should:

- Remove the item;
- Report the matter to the Institute;
- Permit the student to continue the examination.

16. Normally, not more than one invigilator should leave the examination room for any purpose at any one time. Under no circumstances whatsoever must the examination room be left unattended during an examination.

17. Invigilators have discretion to take whatever action may be appropriate to meet unforeseen circumstances. The invigilator will notify the Head of Registry of any circumstance or action which may in any way have affected the performance of the candidates.

18. The module leader (or a nominated member of the module team in the case of examinations which are conducted in more than one room) will be present at the start of the examination to answer candidates' queries.

19. A student may leave the examination room temporarily but only if accompanied by an invigilator. A student who leaves the examination room without obtaining an invigilator's permission will normally be deemed to have withdrawn from the examination. Such cases must be reported to the Institute.

Students who wish to return to the examination room must be accompanied by an invigilator who will have ensured that they did not contact any person or consult any material while outside the room.



20. The invigilator should report in writing any occurrences during the examination which may have affected the candidates' performance.
21. We allow students who arrive for an exam late (that is after the exam has started) into the exam room up to 30 minutes late. **In practical terms:**
- At the commencement of the exam, an invigilator stands outside the room and has with them exam scripts and the instructions relating to the specific exam.
 - Any student that arrives between minutes 1 to 9 after the exam has commenced will be briefed by the invigilator outside the room on the exam itself, rulings on mobile phones, ID card etc., told where they will be sitting and that the students will not be given any extra time to complete the exam. At this point the students have a choice – they can either follow this ruling and undertake the exam or choose not to enter and sit the exam at a later date (if they have another attempt available).
 - If no student has left the exam room - At minute 10, the students that are gathered outside the room will be escorted to their seats by the invigilator. If a student has left the exam room then no late entry to the exam will usually be allowed,
 - Repeat this process with students who arrive between 10-29 minutes late, entering the room after 30 minutes. No admission to the exam room will be allowed, under any circumstances after 30 minutes have passed.

Evacuation of an examination

23. If the building has to be evacuated during the examination invigilators will:

- Stop the examination and note the time;
 - Ask students to leave the room and meet the invigilator at an appropriate assembly point;
 - Tell students not to communicate with each other when outside the examination room;
 - Make clear to students that the examination has not been completed or cancelled;
 - Ensure that the examination materials (answer books, question papers, desks, etc.) are not disturbed and that all equipment is left in the examination room. Students may not remove their bags or electronic devices (such as phones) from the exam room);
 - Ensure that the examination room is locked so as to secure the examination materials and students' property;
 - Ensure that candidates continue to observe the rules for candidates while at the assembly point)
 - When permission is given to return to the building, control the re-entry of students to the examination room, within reason, as if the examination was to commence under normal circumstances;
 - If the delay in returning to the examination room is lengthy (beyond one hour) or if students have failed to follow the rules for candidates while at the assembly point, decide whether the examination should be cancelled;
 - Inform students of any additional time they will be allowed in lieu of the disruption and report the incident to the Institute.
24. Safe evacuation of the exam room takes priority over the conduct of the exam. No candidate or invigilator will take any of the above actions if doing so would create a risk to life or to the health and safety of themselves or any other individual.
25. It will be for the examination board to decide whether the examination should be classified as void and the incident reported to Academic Board.

Rules for examination candidates

26. Students must ensure that they are familiar with the examination rules for candidates. These rules apply to all examinations. If students break the rules, they will be penalised and may fail the examination. If they are in any doubt about the rules, they should ask the invigilator.



Before the examination

27. Students may enter the examination room only when authorised to do so by the nominated lead invigilator.
28. Students must switch off mobile phones, smart watches and other devices capable of transmitting and receiving data, personal stereos or other items which may distract other candidates. Any such items must be placed in the student's bag or coat, or face down on the floor under their desk for the duration of the examination.
29. **Students must:**
- Put coats and bags at the front or back of the room as instructed by the invigilator and not by their examination desk;
 - Give to the invigilator any papers which may accidentally have been brought into the examination room;
 - Go to the seat as directed by the invigilator and remain silent;
 - Switch off any mobile devices and place them face down on the floor under their examination desk (mobile devices which are switched off and in a bag or coat may be left at the front or back of the room);
 - Have a written agreement from Disability and Dyslexia Support to use a dictionary or any other aid which constitutes reasonable adjustment for a disability.

During the examination

30. In some circumstances students may be allowed into the examination room after the start of the examination at a specified time and only with permission of the invigilator.
31. The student's identity card must be placed on the desk such that it is visible to the invigilator. The student's dress must be such as to allow the invigilator to confirm that the image on the identity card matches the student sitting the examination.
32. Students may also be asked to remove headwear or outer clothing where the invigilator considers that any kind of aid to examination might be hidden. If necessary, a student may be required to accompany an appropriate invigilator to a private area to allow the invigilator to conduct this check or confirm the student's identity. Once the check has been conducted, the student may sit the exam wearing their chosen clothing. The invigilator has no right to ask for headwear or clothing to be removed permanently, nor to undertake a physical search of the student's person.
33. The only other items which may be placed on the desk are as follows:-
- A small selection of writing and related implements; these may be contained in a clear plastic bag only;
 - A bottle of uncarbonated drink in an unlabelled bottle;
 - A small number of unwrapped items of confectionery; any other food material will be permitted only in the case of students with previously approved additional needs;
 - Any other item (for example a calculator, data tables, case study) that is explicitly permitted by the examination instruction;
 - Any items approved for use by a student with additional needs; such approval must be given in advance and in accordance with Student Services
34. **Students must:**
- Obey all instructions from the invigilator;
 - Check that they have no unauthorised materials on their desks;
 - Use only Institute examination stationery for all work including all rough work;
 - Provide batteries for their calculator.



35. Students must not:

- Start writing until told to begin by the invigilator;
- Attempt to read the work of any other student;
- Talk or communicate in any other way with any other student;
- Eat or drink (other than as permitted above) or smoke during the examination;
- Leave the examination room for any reason during the first 45 minutes or the last 30 minutes of the examination.

36. Students may be allowed to leave the room after 45 minutes, in which case they must:

- Attract the attention of the invigilator and ask permission to leave;
- Leave the examination room quickly and quietly;
- Not attempt to remove any examination materials from the examination room or remove any papers from the examination script.

37. Students should comply with the instructions of the examination paper.

38. Where a student attempts more questions than required by the examination instructions, all answers will be marked and the final mark determined from the best combination of marks that satisfies the examination instructions.

After the examination

39. Students must:

- Stop writing when the invigilator tells them;
- Remain in their seat without talking;
- Leave all papers (except the examination paper) on their desk;
- Leave the examination room immediately when the invigilator tells them.

Use of aids in examinations

40. No electrical or electronic devices including smart watches and earphones may be used in any examination except as allowed below.

Calculators

41. Only a prescribed calculator may be used. The module leader will decide whether calculators are acceptable for use in the examinations for which s/he is responsible and, if they are, which calculators may be used. In the absence of an explicit decision for any particular module, it will be assumed that no calculators may be used. This decision will be recorded in the module guide either as an explicit specification of particular types or as a list of approved types and notified to the invigilators. Unless a clear statement to the contrary is made in the module guide and rubric of the examination paper it will be assumed that permitted calculators will be non-programmable.

42. All calculators authorised for use in examinations must be:

- Non-programmable (other than as allowed for above);
- Not capable of storing text, nor of displaying text other than as built-in error messages;
- Battery operated;
- Silent;
- Not capable of transmitting or receiving data during the examination or test;
- Not capable of giving the candidate an unfair advantage of any kind.



43. In exceptional circumstances, the above provisions may be waived for individual disabled candidates.
44. The module coordinator's decision will also apply to modules being delivered at associate institutions.
45. Any candidate found using an unauthorised calculator will be reported as specified under academic misconduct (see below).

Portable computers

46. Candidates are not normally permitted to use portable computers, mobile devices or smart watches in attendance examinations. Any candidate found using a portable computer in an examination will be reported as specified under academic misconduct see below.

Dictionaries

47. If a candidate is granted alternative assessment arrangements arising from conditions such as dyslexia, the use of a dictionary (English or approved foreign language) may be considered where appropriate but must be approved in advance. The edition approved must not, in any case, contain any information or technical data of potential use to the student in the examination.
48. Where a candidate who has been granted alternative assessment arrangements is permitted the use of a dictionary, he or she will be required to use the dictionary provided by the Institute and may not bring his or her own. Any student found with such a dictionary in his or her possession may be the subject of an allegation of academic misconduct.
49. Dictionaries are not permitted in the exam room except as allowed for above. Any candidate found using a dictionary in an examination other than as described in the above provisions may be the subject of an allegation of academic misconduct.

Inability to attend an examination at the Institute

50. Except in the context of an approved collaborative programme, students will not be permitted to take examinations overseas or at any locations other than the Institute. Where the same examination paper is used in more than one location the examinations must be held simultaneously.
51. A student unable to attend an examination on grounds of evidenced extenuating circumstances must submit an extenuating circumstances claim by the published deadline.
52. In exceptional cases, if extenuating circumstances have been accepted with evidence that a student is able to undertake academic work but unable to attend the examination at the Institute, the examination board (via Chairs Action) may allow the student to complete an alternative form of assessment of the same learning outcomes. Such a decision is subject to any Professional Statutory and Regulatory Bodies requirements, and for no more than one module.

Major Disruptive Events

53. In the event of industrial action, terrorist action or other circumstances that might cause disruption the Institute expectation is that as far as possible work will continue as normal. In the event of a disruption to public transport, examinations will take place in accordance with the approved schedules.
54. It remains the responsibility of candidates to present themselves at the examination room in good time. Students are expected to make such arrangements as may be necessary to ensure that they arrive on time.
55. In the event of major disruption to public transport, for example a strike, where the dates of disruption are known in advance, the Institute may decide to delay the commencement of examinations scheduled on those dates by up to 60 minutes.
56. It is the responsibility of each student to ascertain whether there is disruption. Students should assume that the examination will start as originally scheduled.



57. Exceptionally, students may make submissions on the grounds of extenuating circumstances, which may include missing all or part of an examination due to disruption to public transport. The student must submit as evidence of such extenuating circumstances an explanation of the absence, together with a note of their term-time address and normal travel arrangements, and an account of the efforts made to overcome the difficulties.

Alternative assessment arrangements for disabled students

58. Alternative assessment arrangements and methods may be made for students on an individual basis to compensate for any restriction imposed by a disability (including students with mental health difficulties, dyslexia and medical conditions) provided this does not compromise the validity of the assessment methods. Any alternative assessment method should be capable of assessing the same learning outcomes by alternative means. The decision must be approved by the Principal.

59. Whilst these regulations describe specific procedures to be followed for the identification, assessment and academic implications of any alternative arrangement, some flexibility is required in their implementation in order to optimise the appropriateness of what can be provided by the Institute.

Identification of additional needs

60. It is the student's responsibility to inform the Institute of any disability for which they wish to have alternative assessment arrangements made as soon as s/he is able to do so. If a student tells a member of staff about his/her disability, the staff member should encourage the student to contact Disability and Dyslexia Support as soon as possible. For additional needs that existed before the student enrolled on a programme, this could happen when the offer of a place is made by the Admissions Office, or in the case of courses that recruit directly, at the point of initial enrolment at the Institute. For those who are identified after enrolling onto courses, this could be as soon as the identification has been made and any necessary supporting evidence is available. Staff will also liaise directly with Disability and Dyslexia Support (DDS) to ensure that they are made aware of the student's disability.

61. Students make requests for alternative assessment arrangements. Appropriate professional or medical documentary evidence and/or advice to substantiate the need for such provision must be submitted. The evidence and/or advice to substantiate requests for alternative assessment arrangements may be provided from sources of expertise from within the Institute or from appropriate external professional bodies. A disability officer will confirm the validity of the request. Students will provide their written consent to their request being processed.

62. Students need to make their requests for alternative assessment arrangements for formal examinations known to Disability and Dyslexia Support by the end of week ten. This deadline should be met if the arrangements are to be implemented for the first time in that semester. Consideration of submissions made after the deadline may be deferred until the next semester unless the request relates to an emergency such as a broken arm.

63. In order to ensure consistency and equity of treatment of submissions, and to prevent a student from gaining an unwarranted advantage, all evidence of disabilities must be scrutinised and checked by a disability officer. They will ascertain that the evidence, submitted with the request, meets sector standards, is genuine, and translated into workable arrangements which are capable of being implemented. The disability officer will make recommendations in writing about the arrangements to be made for each student with a genuine case.

64. In the case of students with obvious permanent or long-term disabilities such as blindness or severely restricted mobility, it will be possible, at the discretion of the disability officer, to put in place alternative arrangements immediately on receipt of the request. The students would then be asked to provide formal evidence of the disability for the purposes of maintaining full records of the case.

Approval of additional needs

65. An Additional Needs Panel has been established at the Institute to review the overall arrangements for additional needs. Principal of the school (or their representative), will chair the panel and will consider students enrolled on awards which are the responsibility of the examination boards in the school. The panel will include representatives from the school and the Disability and Dyslexia Support Manager.

66. The Additional Needs Panel will meet in sufficient time before the two main examination periods to review the arrangements for disabled students to ensure any adjustments can be fully met.



67. Principal or his/her nominee will decide whether any examination board external examiners should be involved in any discussions around the alternative assessment arrangements. No alternative assessment methods may be approved without consulting the relevant external examiner(s).
68. Students with ongoing additional needs may have their assessment arrangements reviewed if their circumstances alter or if they fail to cooperate in their assessment during their period of enrolment on their programme.
69. Where the student's disability is of a temporary nature alternative assessment arrangements should specify a time period for which these arrangements are valid (normally one semester). However, the student may submit a request for an extension at the end of this period, provided it is supported by appropriate evidence.
70. The panel will determine who has responsibility for implementing the alternative arrangements.
71. Once the disability officer has agreed the arrangements, a copy will be forwarded to the Disability Coordinators in each school, for forward distribution to academic staff. Disability and Dyslexia Support will retain a copy of the support arrangements to develop protocols of appropriate assessment arrangements for students with additional needs. This will help to develop a body of knowledge within the Institute to anticipate future needs and to ensure consistency in the way requests for support is considered.

Students with alternative assessment arrangements claims for extenuating circumstances

72. A student who has been assessed for alternative assessment arrangements and has had them approved cannot also claim extenuating circumstances for the disability or whatever triggered the alternative arrangements to be made.
73. A student who has met the deadline for requesting alternative assessment arrangements through Disability and Dyslexia Support but has experienced delays in processing his/her application can claim extenuating circumstances.
74. A student whose alternative arrangements have been approved but not met can claim extenuating circumstances for the disability or whatever triggered the alternative arrangements to be made.
75. A student who has missed the deadline for requesting alternative arrangements through Disability and Dyslexia Support cannot claim extenuating circumstances unless there is evidence that this is a direct result of poor advice from members of the Institute about how to make such a request.

Arbitration in cases of dispute

76. If the alternative assessment arrangements approved by the panel are disputed by the student on the grounds that the student does not believe that their circumstances have been fully considered or the student believes they are not being met the Institute will:
 - a) Assess the facts, consult the interested parties and seek advice from the relevant areas of expertise within the Institute;
 - b) Make a recommendation to the panel on what arrangements are considered appropriate.
77. In considering this recommendation, however, the panel must use its academic judgement to ensure that the requirement to assess the student in the stated learning outcomes is not compromised.

Requests for release of information on examinations

78. Under the Data Protection Act 1998, students may request all information processed on their examinations via a Subject Access Request except for:
 - The original examination script that they have submitted;
 - Approved marking schemes;
 - Details of any communications between examiners, either internal or external.
79. The Institute will:
 - Make coursework available to students;
 - Retain examination scripts for 24 months after the completion of the student's course and give the student a photocopy on request.



80. Students may request relevant extracts from the minutes of examination boards and from extenuating circumstances decision making team. The extracts released must not disclose personal data about any other student. The Institute may refuse to release extracts from minutes if it is impossible to do so without disclosing personal data on another student.

Section 4: Examination Boards

Examination Boards

- a) Examination boards may be 'single tier' (they deal with decisions about subject area outcomes, progression and awards in a single meeting) or 'two tier' (they deal with decisions about subject area assessment outcomes separately from decisions about progression and awards).
- b) Examination boards are attended by external examiners, who are subject experts from other UK universities and who provide an independent point of reference for the standards of ICST validated awards. They are sufficiently experienced to make judgements about the standards of The Institute of Clinical Science and Technology awards and or their awarding partner compared with those of other UK universities. External examiners (whose appointment is described in the Institute's Academic Quality and Enhancement Manual) comment on the nature and scope of assessment, as well as on the achievement of individual students (of whom they see a sample of work). They do not, however, moderate or adjust the marks of individual students of whom they see only a representative sample within each award.

Decision-making

- c) Examination boards act under delegated authority from the Academic Board.
- d) All decisions about the outcomes of assessment for all students must be made by an examination board.
- e) All decisions made by examination boards must be consistent with the requirements of the academic regulations.
- f) Decisions of an examination board are normally taken at a full, quorate meeting of the board (See Annex B). A full meeting of the board is permitted to delegate to the chair, or to a defined subset of members, the authority to take decisions about individual students between meetings of the board. When decisions are taken by the chair or a delegated subset of the examination board, the chair of the examination board must ensure that the decision is recorded in the minutes of the next board meeting. When the defined subset does not include an external examiner, the chair must ensure that the relevant external examiner(s) are appropriately consulted.
- g) The minutes of examination boards must record the decisions of the board and the reasons for those decisions and must comply with the format specified by the admin department.
- h) Where a course is offered both at the Institute and as a whole or partial franchise to another organisation, or is offered by the Institute staff on different locations or on different calendars, the award and progression decisions should, where possible, be made at a single meeting of the examination board considering students in all locations.
- i) The arrangements for representation of staff from the partner organisation on the examination board should be detailed in the document for the collaborative scheme or in the Memorandum of Cooperation. If the calendar of the programme is so different as to make this impossible, a separate examination board can be held involving the same ex officio membership and external examiner(s).
- j) In exceptional circumstances a vote may be required. The chair of the examination board will conduct the vote and will only be eligible to register a vote if a majority has not been obtained. In accordance with the Institute's Articles of Association:
 - A resolution put to the vote will be decided by a show of hands (a simple majority determining the outcome);
 - Every person entitled to attend will have one vote per resolution;
 - Votes must be given personally and not by proxy.



Conduct of meetings

- 1. The following information will be made available to a subject area examination board:**
 - Marks for all assessment components and the weighted module mark for each student for all modules in the subject area;
 - Notification of students/modules in which allegations of academic misconduct are under investigation;
 - Statistical data on the profile of marks for each module.
- 2. The following information will be made available to an award and progression examination board:**
 - The full history of each student coming under consideration at the board;
 - The recommendations of the extenuating circumstances decision making teams relating to each student coming under consideration at the board.
3. Students will not be considered anonymously at the examination board but the board will not take account of individual students' circumstances except when directed by an extenuating circumstances decision making team.

Decisions available to an exam board

Decisions available to a subject area examination board

4. The subject area examination board considers all marks for all modules within the subject area. It agrees the marks for each module which may then not be altered except in cases of academic misconduct or procedural error.
5. Where a mark is capped because it is the result of a resit, or relates to work which has been submitted late, the examination board is responsible for determining whether the cap will apply. The Institute will record the mark merited and a flag to indicate the cap. Except as provided below, the mark held in the student record system will be the mark agreed by the subject area examination board and will not be amended to reflect the cap.
6. If the student is under investigation for academic misconduct, An "I" will be entered onto the students record. Upon completion of the investigation the mark will be entered if the case is not proven/dismissed or the prescribed penalty will be applied to the mark and module.

Decisions available to an award and progression examination board

7. The award and progression examination board considers every student at the end of each stage of their course after all marks for that student (including any marks relating to repeat assessment) have been decided by the relevant subject area examination board.
8. The board must also decide the level at which the cap will operate (either the pass mark, or zero).

Award and progression examination board consideration of extenuating circumstances

9. When the board considers a student who has made a claim for extenuating circumstances the chair of the extenuating circumstances decision making team will be responsible for ensuring the exam board is given directions about the modules affected by the claim and the decision of the team about them.
10. The nature of the extenuating circumstances will not be provided at the award and progression examination board, except as required in relation to aegrotat awards.
11. The award and progression examination board is not empowered to alter the decision of an extenuating circumstances decision making team in respect of any claim. Where new evidence comes to the attention of the chair of an examination board that they feel may be material to a claim for extenuating circumstances the matter should be referred to the chair of the extenuating circumstances decision making team.
12. If extenuating circumstances on production of acceptable evidence are accepted, the examination board may take one of the actions defined below:



- To make the award for which the student is enrolled and where relevant to make a classification decision;
- To permit the student to progress to the next stage of the course;
- For certain courses, to permit the student to progress to the next stage of the course while also making an intermediate award;
- To permit the student to progress to the next stage of the course with modules outstanding;
- To permit the student to continue on the current stage of the course, without progressing;
- To terminate the student's study. Where possible, a student whose study is terminated will be made an intermediate award if the appropriate learning outcomes for that intermediate award have been met.

13. The decisions will be recorded in the examination board. Where a claim for extenuating circumstances is upheld, but it transpires at the examination board that the student has passed the assessment anyway, the minutes will record that the successful claim was noted.

14. The examination board may also compensate or condone failed modules.

Exam board protocols

15. Exam board protocols exist where exceptional requirements modify the operation of the Institute's academic regulations. Award and progression examination boards may operate protocols; subject area examination boards may not operate protocols.

16. Protocols are approved by the Academic Board as part of the annual consideration of the Institute's academic regulations.

Notification of the decisions of an exam board

27. Marks are released in time to allow students to prepare for any resit assessment they may have and so they can re-enrol if necessary. Provisional marks may be released through the VLE to students before the examination board has met; after the board has met the final marks are released.

28. All marks and results are released through the Institute's student portal. No other member of staff is authorised to release results nor may results be released in any other way. Marks must not be released to students by telephone.

29. Where marks are released before the examination board, it will be made clear to students that the marks are provisional and are subject to ratification by an examination board.

30. The Institute may withhold the marks of students who have failed to pay their tuition or other fees. However, any such students may be given details of the component(s) of assessment that they have failed in order to prepare for their repeat assessment(s).

31. Head of Student Services (or their nominee) will also release students' results after the award and progression examination board has met and will do so in time to ensure that students can re-enrol.

32. It is the responsibility of students to find out their marks after they have been released.

Compensation and condonement

33. A student who has failed a module may be awarded a compensated pass, or their failure may be condoned. Compensation and condonement are decided by the examination board. In certain regulated courses, compensation and/or condonement are not permitted. Where compensation or condonement is permitted, the normal rule is that they are used to benefit students.

Compensation

34. A student who has not met the full requirements to pass a module (of up to 20 credits) but who has sufficient credits to remain eligible for the award may be allowed to continue their studies, progress or to receive an award provided



they have achieved a weighted average across all modules in the stage (including the failed module) of at least 40% for Levels S, 4, 5 and 6 or 50% for Level 7. His/her performance in that module must also meet the criteria defined below. In such a case the student may be awarded a compensated pass in the failed module.

35. The criteria for the award of a compensated pass at Levels S, 4, 5 and 6 are marks of at least 20% (30% at Level 7) for each component of assessment and at least 30% (40% at Level 7) for the weighted module mark.
36. The examination board will take into account a student's performance in both attempts at assessment of a module. When at least one performance meets the criteria for a compensated pass, the board may allow a compensated pass.
37. The examination board will not allow a student to benefit from compensated passes in more than 40 credits (in total) across the second and subsequent stages of the course. Subject to the discretion of the board, these may both be awarded at the same stage or at different stages.

Condonement

38. In exceptional cases, the examination board may condone one or more modules in which the student has not achieved the pass mark. To condone modules, the board must be satisfied that there is sufficient evidence of satisfactory performance in assessed work at the relevant stage, and that the student is prepared for study at the next level.
39. **The examination board may only condone modules on grounds of extenuating circumstances. Following condonement:**
 - a) The module mark(s) achieved will stand, but the student will be deemed to have passed the module(s);
 - b) The student may progress to the next stage of the course, or an award may be conferred.
40. In exceptional cases, where there is accepted evidence of extenuating circumstances which would allow a student to undertake deferred assessment but not to be present for a deferred examination at the Institute, the examination board may allow the student to be assessed for no more than one deferred module, on the same learning outcomes, by means of an alternative form of assessment not requiring attendance. No arrangements will be made for examinations to be undertaken overseas, except where students are studying for part of the course at an approved partner institution.
41. Students may repeat a module assessment they have already passed at the next available opportunity only if they have supported extenuating circumstances for that module, or where the module carries external recognition in its own right. Students who repeat the assessment of modules already passed will not have the new mark counted or considered towards their overall result or shown on their transcript in any way, except where a student has an accepted claim for extenuating circumstances and the examination board has offered the student a deferral in that module. If the student achieves a higher mark in the deferral, that mark will be recorded. Students will be required to notify their course administrator of their intent to undertake reassessment within two weeks (ten working days) of results being published.

Restoration of marks capped for late submission

42. Where a student has had a coursework mark capped at the pass mark because of late submission of the work, and subsequently makes a claim for extenuating circumstances which is accepted and the submission is not the result of a referral the examination board will remove the cap. Where work has been capped at zero, the work may be considered as if handed in on time at the next assessment point where assessment and feedback processes make this reasonable.

Requirements for progression and award

Requirements to make the award for which the student is enrolled

43. The rules for discretion at classification boundaries in an undergraduate degree do not apply to awards made with merit and distinction. Protocols may be used to provide criteria for considering an award in borderline cases.
44. If a student has been awarded transfer credit for some modules and has achieved an average mark of at least 55% (60% for awards at Level 7) in modules assessed at the Institute, the examination board will determine whether there is sufficient evidence to confer an award with merit or with distinction. In exceptional cases, if a student has been awarded transfer credit for two-thirds of the credit required (see the Admission and Enrolment Procedure), the board will not normally consider an award with merit or with distinction.



45. A merit or distinction may not be awarded on an individual module, such as the dissertation, except for modules which contribute to the award of an HND or HNC.
46. **The Institute normally classifies all bachelors degrees with honours based on the following bands:**
- 1st Class 70%+
 - 2nd Class (Upper Division) 60 - 69%
 - 2nd Class (Lower Division) 50 - 59%
 - 3rd Class 40 - 49%
47. The average mark for the highest 80 Level 6 credits will contribute 80% (the major part) to the final weighted average mark on which the classification will be based. The highest marks for 120 credits from Level 5 and the remaining Level 6 credits will form a weighted average mark which will be rounded to a whole number. This weighted average mark will contribute 20% (the minor part) to the final weighted average mark on which the classification will be based.
48. Where a student is a candidate for an honours degree having followed a programme with 120 Level 6 credits only (for example on a top-up programme or as a result of recognition of credit earned elsewhere), the major part of the final overall mark will be calculated as above. The minor part will be derived from the average of the marks for the other credits.
49. Where the programme consists of 120 Level 6 credits and fewer than 120 Level 5 credits, a weighted average mark for the Level 5 credits actually studied will be calculated and rounded to a whole number. A number of notional Level 5 credits will be created which, together with the actual Level 5 credits, will make up 120 credits. The notional modules will be given the weighted average mark for the actual credits. The major part of the overall average mark used in determining the classification will be calculated as above, and the minor part will be calculated from the highest marks for 120 credits from the remaining Level 6 credits, the actual Level 5 credits and the notional Level 5 credits.
50. The overall weighted average mark used in deciding classifications must be computed from the rounded marks determined as above and expressed as a numerical percentage rounded to the nearest whole number. Marks with a decimal part below .5 will be rounded down to the nearest whole number and marks with a decimal part above .5 will be rounded up to the nearest whole number.

Discretion at classification boundaries

51. The award and progression examination board will consider students whose overall weighted average mark is 2% below the minimum average required for a classification (defined as above in 4.46).
52. The board may decide to award the higher classification provided that the student meets the following criteria:
- a) At least 60 credits of the level 6 modules are at the higher classification;
 - b) No professional, statutory, or regulatory body restrictions prevent the operation of discretion at classification boundaries.
53. In the event that criterion (2) applies to the particular award, the Academic Standards Committee, will be notified and a record of all such restrictions shall be kept by the Committee.
54. Normally, an award with distinction at Level 7 requires a student to achieve an average final mark across all modules of at least 70%. An award at Level 7 with merit will normally require that the student achieves a weighted final average mark across all modules of at least 60%. An award with distinction at Levels 4, 5 or 6 will normally require that a student achieve a final overall mark of at least 70%. An award at Levels 4, 5 or 6 with merit will normally require that a student achieve a final overall mark of at least 55%. Where the award consists of modules which are all at the same level, the final mark will be a weighted average of all the module marks which contribute to the award. Where the award consists of modules at two or more levels the weighted average of the marks at the highest level will contribute 80% to the final mark and the weighted average of the marks at the next level will contribute 20%.



Requirements to permit the student to progress to the next stage of the course while also making an intermediate award

55. A student who has met all the requirements to progress to the next level, has met the requirements to be made a relevant intermediate award and is enrolled on an approved progression pathway may receive an intermediate award and then progress. Students who receive such an award are explicitly excluded from the operation of the Institute's normal rules against the double-counting of credit against two awards.
56. The use of the same allocation of credit in order to meet the requirements of more than one academic award at the same level ("double counting") is not permitted and students should not receive more than one allocation of credit for a single learning activity.

Requirements to permit the student to progress to the next level of the course with certain modules outstanding

57. A student who has not met all the requirements to pass one or more modules may still progress to the next level of study provided s/he has accumulated sufficient credits to remain eligible for the award for which they are enrolled and the examination board has permitted the student to repeat one or two modules.
58. Students must complete pre-requisite modules if required before taking core modules. If a student fails the pre-requisite module they may not repeat it at the same time as taking the core module.
59. The award and progression examination board may allow health and social care students on pre-registration courses to progress to the next stage with one outstanding referred module. This is on the condition that the student passes the referral within a limited period. If the student does not pass the module they will be Fail-withdrawn by the board and will not be able to continue their course.

Requirements to end a student's study

60. Where a student has withdrawn, or failed to re-enrol, their study will be terminated. Where a student cannot be permitted a further registration on a core module in the course, their study will be terminated. Where required by an exam board protocol, the student's study will be ended. A student whose study has been ended solely by the operation of an exam board protocol may be offered a transfer to another course instead or if possible, a student may be made an intermediate award.

Requirements to permit the student to continue on the current level of the course

61. A student who has not met the requirements to progress will be permitted to continue on their course at the same level. They will be required to study every module they have not yet passed, attend all the taught sessions for those modules and to submit the assessed work they have not yet passed. A decision must be made stating the student is permitted to continue at the same level, but will not progress until the conditions above are met.

Maximum period of registration

62. The maximum period of enrolment is normally twice the normal duration of the course. Professional body regulations may specify a shorter period in which case students will either be terminated or may transfer to a course without professional recognition. The maximum period of enrolment defines the period within which a student must have achieved the credit required for the award, taking into account any opportunities offered by a board of examiners to repeat parts of the assessment, or to defer parts of the assessment on grounds of extenuating circumstances. A student who has failed modules, including failure through non-submission, does not have a right to remain enrolled until the end of the exam period of enrolment, except through a specific decision of an award and progression examination board.

Aegrotat awards

63. The award and progression examination board may recommend that a student be offered an aegrotat award if:
- The regulations permit an aegrotat award; and



- The board has insufficient evidence of the student's performance to recommend the award for which the student is a candidate; and
 - The board is satisfied that but for death, illness or other valid cause the student would have reached the standard required.
64. If the award and progression examination board offers an aegrotat award, and it is reasonable to do so the examination board may require that the student must signify in writing that he or she waives any further opportunity to study on that course.
65. If the award carries recognition by a professional or statutory body, the student must be advised that the aegrotat award may not carry the same recognition or license to practise.
66. A student who, having been offered an aegrotat award, elects instead for a further opportunity to study and fails that assessment may not then claim the aegrotat award.

Section 5: Academic misconduct

1. Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Poor academic practice without the intention to deceive lacks academic integrity; students whose work shows poor academic practice may have their mark reduced and be asked to undertake additional learning about academic integrity (e.g. referencing conventions).
2. Academic misconduct refers to an attempt to cheat in an assessment. This could be by plagiarism, infringement of rules for examination candidates, contract cheating which occurs when a student arranges for another individual to do their academic work, or attempting to assist another student to gain improper advantage (for example uploading essays to 'essay banks'). (this list is not exhaustive). Academic misconduct will result in a reduction of marks for the work concerned or more severe penalty.

Initial investigation of an alleged breach of academic integrity

3. All suspected cases of academic misconduct should be reported in writing to the Academic Integrity Coordinator (AIC) responsible for the module concerned. This report must normally be submitted to the AIC within five working days of discovery of the suspected misconduct.
4. The student's work which is suspected of misconduct will normally be marked as if there is no allegation against it according to the established marking criteria and timescale. In a case where the evidence consists of student coursework which is prima facie identical, either wholly or substantively, to previously published work or to the work of another student, or where there is clear evidence of cheating in an examination, the AIC may consider delaying the marking of the work. A decision to delay marking will be made only after consultation with, and the agreement of, the Principal.
5. The AIC will, normally write to the student to inform them of the allegation within ten working days of being informed of the suspected misconduct. The letter will summarise the case and the evidence which supports the allegation and will invite the student to provide a response to be received within ten working days of the date of the letter. This letter will also inform the student that they may attend a meeting of the academic misconduct panel if such a meeting becomes necessary in the investigation of the allegation.
6. Within 20 working days of the date of the letter to the student, the AIC will prepare an initial report on the incident taking into account all available evidence; this may include the written statement from the person reporting the incident and any response from the student or students involved.

The AIC will consult with the Principal before reaching one of the following conclusions:

- No case to answer;
- Poor academic practice;
- Possible academic misconduct.



7. If the initial report concludes that there is no case to answer, all documents to the work will be destroyed. The AIC will write to the student to inform them of the outcome of the investigation and to confirm that they have been wholly exonerated and that all relevant documents have been destroyed. A wholly anonymous record that the investigation has taken place will be preserved by the Institute for statistical purposes only.
8. If the initial report concludes that the incident is a consequence of poor academic practice or possible academic misconduct, the AIC will consult with the Principal to decide, on the basis of the evidence, into which of these categories it falls. If it is decided that the incident is a result of academic misconduct they will also decide if it can be considered a minor incident.
9. If the consultation decides that the incident is a result of poor academic practice they will agree a suitable reduction in the mark awarded. If it is agreed that the incident is a result of academic misconduct which can be regarded as minor, or that there is clear evidence of cheating in an examination, they will decide a permissible penalty (from the list below). The AIC will write to the student informing him/her of the reduction in mark or penalty as appropriate and also inform the course director and module team of the need to advise the student about suitable academic practice and the avoidance of any future similar allegation.
10. In cases of minor academic misconduct, an AIC may impose a penalty of (i), (ii) or (iii) (see the list of penalties below). Where it has been agreed that there is clear evidence of cheating in an examination the AIC may impose a penalty drawn from (i) – (iv) below. The penalty for a second or subsequent offence will normally be more severe than for a comparable first offence.

Investigation of an allegation of major academic misconduct

11. Where it is concluded that the incident is a result of academic misconduct which cannot be regarded as minor the AIC will immediately send all relevant documents to the Governance Information and Legal team.
12. The Institute will write to the student, normally within ten working days of receipt of the initial report. The letter will include a summary of the evidence, and copies of the initial report and any relevant correspondence. The student will be invited to add to any statement they may previously have made. The letter will also include details of the date and time of the meeting. If the student does not indicate that they wish to attend the meeting the panel will consider the case in the absence of the student, taking into account any written statement(s) provided by the student. The student will be required to provide any response within ten working days of the date of the letter from the Institute, and the meeting at which the case will be considered will normally be held within a further ten days.
13. Where the academic misconduct panel believes the attendance of the student(s) would assist the resolution of the case it may request the attendance of the student(s) even if they have previously indicated that they do not wish to attend.
14. The academic misconduct panel which considers the case will be drawn from a standing panel of senior academic staff who have been trained for this purpose. The academic misconduct panel will consist of a chair and two AICs from divisions other than that responsible for the module concerned. A member of the Institute Governance Information and Legal team (or nominee) will attend the meeting to advise the panel as necessary and maintain a record of the proceedings.
15. The student may be accompanied by a friend or adviser (for example from the Students' Union). The role of the friend or adviser is to support the student but not to speak on their behalf.
16. The panel will decide one of three outcomes:
 - No case to answer;
 - Poor academic practice;
 - Academic misconduct.
17. In the case of a decision that there is no case to answer, all documents relating to the work will be destroyed. The AIC will write to the student to inform them of the outcome of the investigation and to confirm they have been wholly exonerated and that all relevant documents have been destroyed. A wholly anonymous record that the investigation has taken place will be preserved by the Institute for statistical purposes only.



18. Where the panel concludes that there has been poor academic practice rather than academic misconduct it will agree a suitable reduction in the mark awarded. Where the panel concludes that the student has committed academic misconduct, either minor or major, it will determine a penalty.
19. The student will be informed in writing of the decision and any penalty to be imposed.

Penalties for academic misconduct

20. The penalties to be that can be imposed are:

- a) A formal written warning recorded on the student's academic record;
 - b) Reducing the mark awarded to a pass mark - 40% for an undergraduate module and 50% for a postgraduate module;
 - c) Failure in the component of assessment with an opportunity for referral or potentially a reassessment through an oral viva;
 - d) Failure in the module involved with the possibility of retaking the module (or alternative) for a capped mark;
 - e) Failure in the module involved without the possibility of repeating the module (or alternative) for a capped mark;
 - f) Failure in all modules in the current semester or year, with the possibility of repeating the modules (or alternative) for a capped mark;
 - e) Referral of the case to a Principal for consideration of withdrawal from studies.
21. Penalty (c) is available, at the discretion of the Academic Integrity Co-ordinator (AIC) to meet those circumstances where there is more evidence of poor academic practice than a willful intent to cheat, and the student would benefit from the learning opportunity afforded by a more rapid re-assessment. Assessments which have been subject to penalties (c) to (f) following findings of Academic Misconduct major or minor or to findings of Poor Academic Practice will be subject to the general regulations on student progression and referral, except that they will not benefit from the general regulations on student progression and referral in relation to:
- The automatic right to referral in the same academic year; and
 - The opportunity to repeat assessments uncapped in subsequent academic years.

22. The student will have the right to appeal against the penalty.

Withdrawal of awards

23. The Institute reserves the right to withdraw and/or amend an award if evidence of academic misconduct becomes available after the conferment of that award.

Section 6: Certification and transcripts

6.1 The Institute will not release a degree certificate to a student who has outstanding debts still to be paid. Students who think they may find themselves in this position should contact the finance department as soon as possible to make suitable arrangements to settle any outstanding debts.

Certificates

2. An award certificate is the formal confirmation from the Institute that a student has met the learning outcomes of a course and has completed all the requirements for the award within the Institute's regulations and those of any validating partner. Certificates are produced in secure conditions and in a format intended to minimise risk of forgery.

For each ICST validated award, the certificate shows:

- a) The award conferred (for example Bachelor of Science with Honours);
- b) The title (for example Computing Studies);



- c) Where relevant, the classification (for example Second Class, Upper Division);
 - d) Where relevant, the fact that the award is conferred with merit or with distinction;
 - e) Where relevant, the fact that the award is a sandwich award;
 - f) The date of the examination board decision to confer the award. Where a decision on an award is made by chair's action after the meeting of the board or where a decision of the board is changed as a result of a successful appeal the certificate will still show the date of the original meeting of the board.
 - g) The name of the awarding body.
3. Award titles recorded on certificates must be titles which have been approved or as a modification of the relevant course approved on behalf of the Academic Board.
4. An ICST validated award can be conferred only when a student has passed the proportion of study required. Normally at least 50% of the credit must have been awarded by the Institute. Except in the context of honorary degrees, no awards will be given if credit awarded at the Institute forms less than one third of that required for the whole award.
5. If a course has been offered in collaboration with another organisation and has included study at Levels 4, 5, 6 or 7 for which teaching or learner support has been given by the partner's staff or using the partner's learning resources, the award certificate will normally name the partner organisation. It will use a form of words agreed with the partner usually at the point of approval of the partnership.
6. For courses which lead both to an award of ICST and to a qualification or award of another body, the Institute will issue a certificate for the other body's qualification only when:
- a) The external validating body explicitly requires the Institute to issue certificates for its qualifications which have been assessed at
 - b) There is an agreement between the Institute and a professional or statutory body that the Institute will be the organisation to certify. This will usually be on one certificate and will include the Institute's award and the professional qualification, where both are based on the same assessment regime approved by a validation panel;
 - c) A collaborative course leads to a joint award of two higher education institutions and an agreement has been signed that the certificates will be produced by one party and will bear the name and logo or crest of both.

Responsibilities in issuing and checking certificates

7. Certificates may be issued only on the basis of a decision of an examination board authorised to make decisions on awards on behalf of the Academic Board.
8. The following actions will be taken to ensure prompt and accurate issue of certificates:
- a) At the end of the awards business of an award and progression examination board the chair will sign a cover sheet to the list of awards conferred;
 - b) The secretary to the board will take the signed coversheet and the list of awards to the Examinations and Conferments Office;
 - c) If the award and progression examination board defers a decision on some candidates or decides on intermediate awards during the progression business of the board, the chair will ensure that the Examinations and Conferments Office is notified of the decision. The Examinations and Conferments Office will normally set a date by which such decisions must be received;
 - d) The Examinations and Conferments Office will enter the awards approved by the award and progression examination board on the student record system;
 - e) The Examinations and Conferments Office will send a print-out of the awards to be conferred to the Principal or his/her nominee responsible for the relevant course;
 - f) The Principal or his/her nominee will ensure that the accuracy of the conferments list is checked against the record of award and progression examination Board decisions (including any decisions deferred and made by action of the chair or of a sub-committee of the board);



- g) The Principal or his/her nominee will ensure that the title of the award to be conferred is correct, and that it accords with that approved at validation or subsequently;
- h) The Principal or his/her nominee will ensure that the name of the partner organisation is correctly recorded in the case of awards based on courses collaboratively delivered.
9. If amendments to the award list are approved after the award and progression examination board by the chair or a designated sub-group of the board, the amendment will be recorded on a proforma, signed by the board's chair and returned to the Examinations and Conferments Office. These amendments will be entered on the student record system.
10. A student who has changed his/her name after receipt of an award certificate will not be issued with a second certificate for the same award in the new name.
11. Any award can be conferred posthumously.

Annex A: Requirements for awards

Part A of the UK Quality Code describes the defining features expected at all course and module levels. These apply to all ICST validated awards and the defining features translate as follows:

- Level 5: Foundation Year or equivalent;
- Level 4: Year 1 of a full-time honours degree or equivalent;
- Level 5: Year 2 of a full-time honours degree or equivalent;
- Level 6: Year 3 of a full-time honours degree or equivalent;
- Level 7: Taught postgraduate programme or equivalent;
- Level 8: Postgraduate research programme (including a professional doctorate with a taught element).

HNC

In order to qualify for the award of HNC a student must have studied and passed at least 120 credits with a maximum of 60 credits at Level 5 and a minimum of 60 credits at Level 4. If there is a module of no more than 20 credits for which all the requirements for a pass have not been met, the criteria for a compensated pass must have been met in the case of that module.

HND and DIPHE

In order to qualify for the award of HND or DipHE a student must have studied at least 240 credits and passed at least 200 credits. In the case of the DipHE passes in at least 80 credits at Level 5 are required. If there is a module of no more than 20 credits for which all the requirements for a pass have not been met, the criteria for a compensated pass must have been met in the case of that module.

Foundation degree

In order to qualify for the award of a foundation degree a student must have studied at least 240 credits and passed at least 200 credits, including at least 80 credits at Level 5. If there is a module of no more than 20 credits for which all the requirements for a pass have not been met, the criteria for a compensated pass must have been met in the case of that module.

Degree with honours and degree

In order to qualify for the award of an honours degree a student must normally have passed 360 credits of which no more than 40 credits can be compensated at levels 5 and 6, including at least 80 credits at Level 6.

In order to qualify for the award of a degree a student must normally have passed 300 credits, of which no more than 40 credits can be compensated at Level 5, including at least 60 credits at Level 6.



Where a student is a candidate for an honours degree having followed a programme with 120 Level 6 credits but fewer than 120 Level 5 credits and no Level 4 credits (eg, on a top-up programme or as a result of recognition of credit earned elsewhere), the number of credits required will be dependent on the number of Level 5 credits studied as follows:

- Where the programme contains 120 Level 6 credits only, a student may receive the award of an honours degree if there are no more than 20 credits for which all the requirements for a pass have not been met; if there are such credits the criteria for a compensated pass must have been met in the case of these credits. A student who has studied all 120 Level 6 credits and passed at least 60 credits may be awarded an unclassified degree;
- Where the programme contains at least 20 but no more than 60 Level 5 credits, a student may receive the award of an honours degree if there are no more than 20 credits for which all the pass must have been met in the case of those credits;
- Where the programme contains more than 60 but fewer than 120 Level 5 credits, a student may receive the award of an honours degree if there are no more than 30 credits for which all the requirements for a pass have not been met; the criteria for a compensated pass must have been met in the case of any such credits.

Level 7 Programmes

In order to qualify for a master's degree a student must have met the requirements to progress to the dissertation and to have passed the dissertation. In order to qualify for the award of PgDip, a student must have studied at least 120 credits and to have passed at least 100 of these credits. If there is a module of no more than 20 credits for which all the requirements for a pass have not been met, the criteria for a compensated pass must have been met in the case of that module. In order to qualify for the award of PgCert, a student must have studied and passed at least 60 credits at levels consistent with the award. Specific programme regulations may require that particular modules must be included in the passed modules for such an award to be made.

Annex A: Terms of reference and membership of the subject area examination board

The terms of reference of the subject area examination board are:

- a) To consider and decide the marks awarded to students in each module in the subject area;
- b) To make decisions regarding the award of merits and distinctions for students on Edexcel courses;
- c) To note reports from module leaders on the forms of repeat assessment to be used. The subject area examination board considers all marks for modules within the subject area. It meets as often as required by the pattern of delivery in the subject area and at least once every semester.

Membership

The chair of the board will be nominated by the Principal, to be considered and approved by the chair of the Academic Board. The letter of appointment from the chair of the Academic Board will set out the duties of the chair of the subject area examination board.

The membership of the board will be:

- An appropriate member of the module teaching team nominated by the Head of Division for each module in the subject area;
- The external examiner(s) appointed to the subject area;
- The chair of another subject area examination board.

The quorum will be four members.

Annex B: Membership and terms of reference of the award and progression examination board

The terms of reference of the award and progression examination board are to make decisions within the regulations on the basis of marks confirmed by the subject area examination board(s) about:



- a) Awards
- b) Progression to the next stage of the course;
- c) Award of compensated passes in accordance with approved protocols;
- d) The capping or uncapping of marks for repeat assessment;
- e) Classifications and distinctions.

The award and progression examination board considers every student at the end of each stage of their course, after all marks for that student (including any marks relating to repeat assessment) have been decided by the relevant subject area examination board.

The award and progression examination board may not change the module marks decided by the subject area examination board.

Membership

The chair of the award and progression examination board will be nominated by the Principal, to be considered and approved by the chair of the Academic Board. The letter of appointment from the chair of the Academic Board will set out the duties of the chair of the subject area examination board.

The membership of the board will be agreed by the appointed chair of the board and will consist of at least four members of academic staff, including:

- a) The course director(s) of all the courses being considered at the board, and year tutors if applicable;
- b) Other members required by specific programme regulations;
- c) The external examiner(s) appointed to the award and progression examination board.

The external examiner should normally be one of those appointed to a subject area contributing to the award. The quorum will be four members.

Annex C: Combined examination boards

Examination boards may be constituted to enable them to make decisions on both subject area and award and progression issues.

When this is the case:

- a) The Principal will approve groups of subject area and award and progression examination boards to meet together, and may nominate a chair for each such board, from among the approved award and progression examination board chairs in the school;
- b) The agenda for the board will be sub-divided so that decisions on module marks are made separately from and before consideration of candidates' overall performance;
- c) For the subject area stage of the meeting, the membership of the board must include relevant module coordinators. The board will consider the marks of all students who have completed assessment in the module, regardless of the course on which they are enrolled;
- d) For the award and progression stage of the meeting, the membership of the board should normally include the course directors for the courses under consideration. If the course directorship is changing, the outgoing course director will normally be present at the board.
- e) Both stages of the meeting must be quorate. The subject area stage of the meeting may not proceed simply because the board is quorate as an award and progression examination board, and vice versa.