2022

Higher Education Academic Regulations (HE01)

TEC Partnership
Training • Education • Careers

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Description:

These academic regulations, and the procedures and principles that underlie them are intended to ensure stakeholder confidence in the academic standards and quality of the Foundation Degrees or Bachelor's degrees awarded by TEC Partnership. Approved by the Executive Management Team, this document sets out the requirements for the assurance of academic standards and quality which includes programme regulations, admissions, progression and assessment of students. Within the context of these regulations, a further series of Codes of Practice must be adhered to and which may be varied from time to time subject to the development and approval of the Executive Management Team and the boards to which it delegates specific responsibilities.

For further advice on how these regulations work, contact the HE Quality Office: University Centre Grimsby: Rm. 0H02: (01472) 311222 or email heqa@tecpartnership.ac.uk

**This document is available in alternative forms
on request from the Quality Office**

Reference	Change
1.0	New
1.1	Update to regulations to allow validation of programmes in line with changes to regulatory environment following Skills White Paper and QAA Credit framework for England changes.
1.1.1	Typographical errors corrected.

Contents

1.0 Introduction

(a) The following regulations apply to all foundation or bachelor's degrees and contained awards validated by TEC Partnership and commenced after August 31st 2021. Throughout these regulations, where reference is made to *TEC Partnership* this refers to any site where a validated HE programme is delivered.

(b) These regulations should be read in conjunction with relevant programme specifications, which may in some cases include approved variations or exclusions of specific regulations herein.

(c) The medium of instruction and assessment for all degrees and contained awards will be English except where the subject content dictates that a part of the programme will be delivered in a language other than English.

(d) In recognition of entry to a higher education learning environment, before commencing studies for a degree, students will normally have reached a minimum of 18 years of age.

(e) A student who has reached the age of 17 but not 18 on the first day of the month in which their degree commences will not be admitted except with the express permission of a member of the Senior Management Team (with a responsibility for curriculum) and with the written authorisation of his or her parent or guardian.

(f) As part of TEC Partnership's commitment to equality, diversity, inclusion and human rights, TEC Partnership recognises that it must endeavour to meet its legal obligations under the Equality Act (2010) which states that institutions must work towards the elimination of harassment, discrimination and victimisation, advance equality of opportunity and foster good relations. This includes all protected characteristics and associated dimensions.

(g) Students for the award of a qualification approved under TEC Partnership powers must satisfy its regulatory framework and the criteria and regulations set within the specifications for a published and approved degree.

(h) A degree, contained award or credit will not be conferred upon a student if the student has outstanding tuition fees to TEC Partnership or if its general and specific programme regulations are unfulfilled.

(i) The Executive Management Team of TEC Partnership, following recommendation by the Academic Authority and Standards Senior Committee (AASSC), is the final arbiter of the application and/or interpretation of these regulations and associated codes of practice.

(j) The final responsibility for the academic standard of awards approved under TEC Partnership powers, rests with the Executive Management Team of TEC Partnership following recommendation by the AASSC.

(k) Within these regulations the following use of language rules apply:
 i. Mandatory: denoted by the word 'must' - there is no discretion whether to take the action in question;
 ii. Advisable: denoted by the word 'should' and which denotes good practice. A justification will be required for not taking the action advised;
 iii. Desirable: denoted by the word 'may' - taking the action is discretionary but evidence will be required to demonstrate that taking the action has been considered.

1.1 Powers

(a) Subject to the responsibilities of the Corporation, TEC Partnership is responsible for the determination of its academic and other activities across its higher education provision. These will permit TEC Partnership to:

i   determine the requirements for the admission of persons to TEC Partnership or to any particular course or programme operated by TEC Partnership, and to make regulations therefore;

ii   grant and confer awards up to and including Level 6 of the FHEQ to students who have pursued programmes of study approved under TEC Partnership awarding powers, and shall have passed such examinations and/or other assessments as required by its regulations, Codes of Practice and validation documents;

iii   determine the terms and conditions, and to prescribe the regulations for the granting and conferment of awards up to and including Level 6 of the FHEQ;

iv   grant and confer, subject to such conditions as TEC Partnership determines, honorary foundation or bachelor's degrees on persons approved by TEC Partnership;

v   deprive any student of a TEC Partnership award and to rescind any degree or other award conferred to them on any grounds which TEC Partnership shall from time to time determine to be good and sufficient cause;

vi   provide lectures, tutorials and other forms of instruction or supervision in such branches of learning and scholarship as TEC Partnership shall deem appropriate, and to make provision for research, scholarship and the advancement and dissemination of knowledge in such manner as TEC Partnership determines;

vii   provide lectures and other forms of instruction or supervision to persons who are not enrolled students of TEC Partnership, as TEC Partnership shall from time to time determine;

viii   approve and review programmes pursued by students to qualify for an academic award;

ix   ensure that no test related to any of the characteristics protected by the Equality Act 2010 shall be imposed on any person as a condition of admission to a degree or of receiving any degree or other award;

x   discontinue a programme by having no further recruitment, subject to conditions of HE18 Student Protection Plan, due to academic issues (such as currency, progression, retention, feedback from students or external examiners, internal or external review); the compatibility of the programme with the strategic plan; or on grounds of viability or resource availability.

1.2 Responsibilities

(a) In meeting its powers and responsibilities, TEC Partnership shall ensure governance over:

i   Foundation and bachelor's degrees and other awards to ensure programmes meet the standards required as determined by the approved learning outcomes and the UK Quality Code for Higher Education as appropriate;

ii   All aspects of HE curriculum including arrangements for work-based learning or practical training and experience;

iii   the qualifications and experience of the teaching and support staff;

iv   facilities and resources available;

v   the quality of teaching and scholarship;

vi   student achievements;

vii   student learning opportunities;

viii   arrangements for assessment and for the appointment of external and internal examiners;

ix   arrangements for monitoring, sustaining and developing the standard of student performance and the quality of learning, teaching and assessment.

1.3 Qualifications and Credit Framework

(a) At point of validation the type of degree shall be deemed by the institution's Full Approvals Panel to be an 'Arts', 'Education', 'Engineering' or a 'Science' programme in best alignment with the sector subject code. i.e.:

   i   The full approvals panel will determine whether a bachelor's degree is a BA, BEd, BEng or BSc;
   ii The full approvals panel will determine whether a foundation degree is an FdA, FdEd, FdEng or FdSc.

(b) A foundation degree shall be awarded under TEC Partnership powers to a student who has satisfactorily completed a prescribed academic programme of study, followed over a period of time - normally two years full time and three years part-time study - and which is designed to ensure:
   i   knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed;
   ii successful application in the workplace of the range of knowledge and skills learnt throughout the programme;
   iii an ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context;
   iv knowledge of the main methods of enquiry in the subject(s), and an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study and apply these in a work context;
   v   an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context.

(c) A bachelor's degree shall be awarded under TEC Partnership powers to a student who has satisfactorily completed a prescribed academic programme of study, followed over a period of time - normally three years full time and six years part-time study - and which is designed to ensure a student has demonstrated:
   i   a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline;
   ii an ability to deploy accurately established techniques of analysis and enquiry within a discipline;
   iii conceptual understanding that enables the student:
   - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline;
   - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
   - an appreciation of the uncertainty, ambiguity and limits of knowledge;
   - the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).
   (QAA, FHEQ, 2014)

(d) Contained Award: a lesser award than the one the student was aiming for at the time of registration on their course. A contained award will only be conferred if the student positively achieves the specified requirements of that contained award. Subject to the provisions of the relevant programme regulations, a student who has not met the requirements for a degree may be deemed to be a student for a contained award provided that he or she has met the requirements of that award. A student who has been granted a contained award in such circumstances and has exhausted all assessment opportunities as specified in the regulations will not normally be entitled to progress to a further attempt at the degree. A contained award may be any of the following: Bachelor's Degree (Pass degree), a Graduate Certificate, a Diploma of Higher Education, or a Certificate of Higher Education.

(e) Module: TEC Partnership's awards are modular in structure and for the purposes of these regulations a module is defined as being a separately assessed unit of learning as specified in the validation document at approval.

    i   all students on the same module must be assessed by the same method(s) of assessment, except in instances where a disability precludes a student from the same opportunities as their peers and an alternative assessment is required (see HE09 Assessment of Students).

    ii   each module must be assigned a credit value and to a level of study as defined by the Framework for Higher Education Qualifications; the level gives the normal academic standard of that module:

        Level 3: Foundation (pre-certificate) undergraduate level
        Level 4: Certificate undergraduate level
        Level 5: Diploma level or Foundation Degree
        Level 6: Bachelor's Degree level

    iii   before any module can become valid as leading to a degree, a Full Approvals Panel must approve its scope, form of assessment and credit value.

(f) Credit: a credit value must be assigned to each module indicating the total learning time, including assessment, which a student might expect to spend in achieving the learning outcomes associated with the module. Each credit should nominally represent 10 hours of learning.

(g) Transferable Skills: the development of transferable skills is deemed essential for all undergraduates irrespective of the nature or subject area of the particular degree. In some instances, transferable skill outcomes may occur inherently within modules where learning outcomes are both subject specific and skills based.

1.4 Structure and Stages of programmes
(a) Programmes of study are built using the levels of the credit framework specified in 1.3(a). A full stage of an academic level is normally 120 credits.

(b) With the approval of the Full Approvals Panel, a degree programme may also include a Pre-Certificate stage comprising the first 120 credits of a:
- 480 credit bachelor's degree, each stage to comprise 120 credits at level of 3, 4, 5 and 6 respectively;
- 360 credit foundation degree, each stage to comprise 120 credits at level of 3, 4 and 5 respectively.

(c) Part-time and full-time students must study modules for each trimester in accordance with the instructions specified in the programme for which they are enrolled.

(d) A part-time student must not enrol for modules worth more than 80 credits during one academic year, excluding students referring a module or with resits.

(e) A student must not be permitted to undertake more than 120 credits in a single stage, other than with the express approval of the AASSC Chair or through an exam board decision. Where such approval is granted the student shall be required to pass all credits attempted to progress to the next stage. Credits achieved over and above the 120 credits required for the stage must not be carried over and counted towards the next stage of the programme.

(f) Once a named award or fall-back award has been made under TEC Partnership powers, the credits must not be used for Accreditation of Prior Learning (APL) unless the qualification being applied for is of a higher level than the original award.

(g) Where a particular first trimester module is specified as a prerequisite for a module to be taken in a following trimester, then the prerequisite will be deemed to have been satisfied provided that the student has been enrolled for the former module and has maintained satisfactory attendance at, and submitted all assessments associated with, the module. Otherwise, to satisfy a prerequisite, the student must have been awarded the credits for the module.

(h) It is possible for TEC Partnership to validate shorter courses which provide credit to those who achieve them. The regulatory approach for these micro-credentials are defined in Annex 1.

1.5 Permitted duration for the accumulation of credits

(a) Where a student is permitted to extend his/her period of study through mitigating circumstances, the grant of a non-standard extension for good cause or suspension of study, such extension is subject to the overriding requirement that each stage of the degree should be completed within a period of three years.

(b) Where a student is permitted to extend his/her period of study through exceptional circumstances, and following approval by AASSC, such extension is subject to the overriding requirement that each stage of the degree must be completed within a period of four years. This is subject to the following limitation; TEC Partnership does not guarantee that the programme studied will be available throughout an extended study period.

1.6 Fall-back Awards

(a) Should a student withdraw from a degree, they may be awarded one of the following contained awards:

Award	Status	Credits
Bachelor's Degree (Pass)	Named	60 credits of bachelor's top up degree 300 credits of a bachelor's degree with 60 credits at Level 6
Graduate Certificate	Unnamed	40 credits of a bachelor's top up degree 280 credits of a bachelor's degree with 40 credits at Level 6
Diploma of Higher Education	Unnamed	240 credits with at least 90 at Level 5
Certificate of Higher Education	Unnamed	120 credits with at least 90 at Level 4
Foundation Certificate of Higher Education	Unnamed	120 credits with at least 120 at level 3

(b) Any contained award under these regulations must be subject to a minimum of 80 credits (or all credits for those with smaller credit tariffs having been awarded under TEC Partnership awarding powers).

2.0   Approval, Validation, Monitoring and Review of Programmes

The approval of degrees validated under TEC Partnership powers is the responsibility of the Corporation of TEC Partnership. Strategically, this is devolved to the Executive Management Team who appoint the Higher Education Quality Improvement Committee (HEQIC) to consider the business case for programmes (Stage 1) and the AASSC to ensure the adherence to regulations (Stages 2 and 3).

2.1 Approval and Validation

(a) There are three formal stages in the validation of degrees validated under TEC Partnership powers or the major amendment of existing programmes:

    i   Stage 1 Validation: Strategic Planning Approval;
    ii   Stage 2 Validation: Programme Proposal Approval;
    iii Stage 3 Validation: Full Programme Approval.

(b) AASSC delegates the authority to grant new programmes and major amendments to a constituted validation panel:

    i   Stage 2 Validation to the Proposal Approvals Panel;
    ii   Stage 3 Validation to the Full Approvals Panel.

2.2 Stage 1 Validation - Strategic Planning Approval

(a) This establishes if there is a prima facie academic and appropriate business case to support the development of a full proposal. Stage 1 Validation permits a strategic decision to support the development of new programmes and resources as an addition to TEC Partnership's portfolio, or to support enhancement through major amendments of existing programmes.

(b) Applications for Stage 1 Validation must be submitted a minimum of 7 days before a HEQIC. The committee must either 'Grant', 'Not Grant' or 'Defer with Conditions' the application for Stage 1 Validation. Feedback from the meeting will specify the timescale for the validation of the programme.

(c) If a Stage 1 Validation is 'deferred with conditions', the team must resubmit the application to meet the conditions within 14 days to the chair of HEQIC. The decision will be noted through chairs action.

(d) Upon successful application at Stage 1, the Group Academic Registrar will send the validation and approval dates for Stage 2 and Stage 3 of the process.

2.3 Stage 2 Validation - Programme Proposal Approval

(a) This is a process by which TEC Partnership gives approval for the full approvals specification to be developed. It provides an early check that the programme proposal is appropriate for development in terms of adherence to regulations, Codes of Practice and resources, and provides an opportunity to identify any advice and guidance to support the development of the programme and its specifications. Programme Proposal Approval is recommended for all programmes.

(b) A proposed new programme, or proposed major amendment to an existing programme, must not be advertised through any means unless Programme Proposal Approval has been granted by a Proposal Approvals Panel (PAP) in accordance with these regulations and associated Codes of Practice. Following PAP approval, a programme must only be advertised as 'Subject to Validation'.

(c) Applications for Stage 2 Validation must be submitted on form HE05B Stage 2 (PPA) Proforma to heqa@tecpartnership.ac.uk. The PAP must convene and either 'Grant', 'Not Grant' or 'Defer with Conditions' the application. Feedback will be sent to the academic team and the relevant Senior Management Team.

(d) The PAP must consist of at least one academic with experience of validation from a different faculty within TEC partnership.

(e) If a Stage 2 Validation is 'deferred with conditions', the team must resubmit the application to meet the conditions within 10 days to the chair of the panel. The panel must be conducted in line with guidance given in HE05 Validation and Amendments of Programmes.

2.4 Stage 3 Validation – Full Approvals

(a) This is a process through which TEC Partnership seeks to confirm that a new programme, or one that has been significantly amended, is properly designed, that arrangements for its delivery and assessment have been properly planned, that it conforms to its regulations, associated Codes of Practice and policies and that, where relevant, it meets the requirements of the UK Quality Code and other relevant external reference points. Stage 3 is comprised of three sub-stages:

i   Stage 3a: A full approvals document and supporting documents must be submitted to heqa@tecpartnership.ac.uk. HE Quality will check contents and convene a Stage 3 Reading Group;

A Stage 3 Reading Group must convene independently of the developing team and scrutinise the full approvals documentation. The Stage 3 Reading Group should provide written feedback (HE05H) within 14 days after the approvals document is submitted to heqa@tecpartnership.ac.uk.

ii   Stage 3b: The Full Approvals document must be re-submitted to the HE Quality Office within 14 days after written feedback is received from the Stage 3 Reading Group;

The submission must be supported with feedback on the Full Approvals document by:

a. a suitably qualified and experienced external academic consultant;
b. evidence of employer engagement in the development of the full approvals document;
c. evidence of feedback from students.

iii   Stage 3c: The Full Approvals Panel must convene for a full approvals event within 21 days of submission of paperwork.

(b) Full approval is implemented through programme scrutiny by a full approvals panel; it is mandatory for all programmes and is a process through which a full approvals panel confirms that recruitment to and delivery of the degree may commence. Following a full approvals event, feedback will be sent on HE05l to the delivery team and to the relevant SMT which details whether validation is 'Granted', 'Not Granted' or 'Deferred with Conditions'.

(c) Once all conditions are satisfied, the chair of the Full Approvals Panel (FAP) must update the HE05l FPA Minutes to say granted and send to the chair of the AASSC and the chair of EMT for confirmatory signatures.

(d) A programme is not approved until the developing team receives confirmation from HEQA that a copy of HE05l FPA Minutes with EMT signature has been received.

(e) A new programme whether degree, named award, micro credit or short course must be approved in accordance with these regulations before any student is enrolled on a programme or any offer is made.

2.5 Amendments of Programmes

(a) Major Amendment: amendments to an approved degree, named award, micro credit or short course are categorised as major according to whether or not the proposed changes are significant in intent or effect.

Major amendments include:
  i   A change in programme title
  ii   Change in mode of study
  iii Changes to modules which necessitates a change to the aims and programme learning outcomes
  iv   Changes to the programme learning outcomes which necessitate a change to the module structure, module specifications or module learning outcomes
  v   The introduction of a new pathway(s)
  vi   Changes to major elements of teaching, learning or assessment e.g. the introduction of distance delivery, change of location, restructuring of module delivery
  vii Addition or removal of professional accreditation
  viii Changes to module credits
  ix   The addition of a Pre-Certificate year
  x   Changes that would mean the programme would not be in accordance with TEC Partnership's regulations

(b) Minor Amendment: amendments to an approved degree, named award, micro credit or short course are categorised as minor according to whether or not the proposed changes are insignificant in intent or effect. Minor amendments are reported into the AASSC and must be clearly recorded within the minutes of the committee. Minor amendments include any changes that are not listed in 2.5 above.

2.6 Timescales for approval of programmes

(a) From the date of Stage 1 approval, the full approvals timescale will not surpass a period of 15 months.

(b) In accordance with each of TEC Partnership's stages of approval, should a programme not receive approval from the AASSC within a 15-month period (following the date of Stage 1 approval), Stage 1 approval must be re-submitted and the development and approvals stages started afresh.

(c) All 'new' degree programmes, or degrees undergoing 'major amendments', must be fully approved 90 days before they are due to commence delivery.

(d) When an application for Strategic Planning Approval (SPA) is approved by HEQIC within the mandatory timescales set out in these regulations, a schedule of events for programme development and approval may be determined by the Chair of HEQIC.

(e) Within the mandatory timescales set out in these regulations, the timeframe for the approval of new programmes and major amendments will be tailored, within reason, to meet the demands of the environment in which programmes are offered.

2.7 Employability, Work-Based and Work-Related Learning

(a) To support the development of employable graduates, and to encourage the development of employability and the skills needed to compete in a competitive labour market, all programmes must include a specific module, or part thereof (minimum of 10 credits), in each stage designed to develop knowledge and skills around employability and gaining employment.

(b) Foundation Degree programmes which are work based must have 40 credits attributed to placement hours in real work situations. A further 40 credits must be designated as work related study.

(c) Foundation Degree programmes which are work related must have 80 credits designated as work related study. New programmes will not be validated as work related from September 2021.

(d) In situations where professional, statutory, regulatory bodies demand other work based/work related criteria that may require a deviation from the criteria identified in 1.5, this should normally be requested at stage 2 of the Programme Proposal Approval process. Responsibility for final approval rests with the Full Approvals Panel who will determine the overall suitability of the proposed deviation, ensuring that the programme is properly designed, that arrangements for its delivery and assessment have been properly planned, that it conforms to its regulations, associated Codes of Practice and policies and that, where relevant, it meets the requirements of the UK Quality Code and other relevant external reference points.

2.8 Foundation Degree - Generic Key Skill Outcomes

(a) Whilst it is recognised that different subject areas require different emphasis upon transferable skills; that some programmes will facilitate intrinsic skill development; and some learning outcomes may derive transferable skills from generic criteria and external benchmarks, all foundation degrees awarded by TEC Partnership must also demonstrate the development and assessment of a set of generic skills outcomes. On completion of a foundation degree programme, students must be able to:

i   communicate with others in a clear and articulate manner, both verbally and in writing;
ii   use information and communication technology to store, retrieve and produce material, which may include the use of word-processing, databases, spreadsheets and other applications as appropriate to the programme;
iii   exercise personal responsibility for own decision making, learning, development and time management;
iv   work with others with confidence, initiative and take responsibility for an agreed area of shared activity;
v   show flexible, methodical, informed and creative approaches in identifying and proposing solutions;
vi   act in a professional and ethical manner, demonstrating the ability to learn from and reflect on experiences.

2.9 Bachelor's Degree - Generic Key Skill Outcomes

(a) Whilst it is recognised that different subject areas require different emphasis upon transferable skills; that some programmes will facilitate intrinsic skill development; and some learning outcomes may derive transferable skills from generic criteria and external benchmarks, all bachelor's degrees awarded by TEC Partnership must also demonstrate the development and assessment of a set of generic skills outcomes. On completion of a bachelor's degree programme, students must be able to:

i   apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
ii   critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
iii   communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

(b) the programmes must be designed so that holders of a bachelor's degree will have:
i   the qualities and transferable skills necessary for employment requiring:
  -    the exercise of initiative and personal responsibility;

- decision-making in complex and unpredictable contexts;
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

3.0 Monitoring and Review

(a) Annual monitoring is a process of ongoing critical scrutiny of qualitative and quantitative evidence relating to the operation and performance of a degree programme which has been validated; or of individual validated modules undertaken by the academic staff responsible for their delivery. Annual monitoring facilitates TEC Partnership's approach to the management and safeguarding of standards and quality; it promotes a continual improvement agenda through the setting of actions and contributes to sharing of practice (HE03 Continuous Improvement and Student Engagement in Quality).

(b) All degrees or named awards must be monitored annually through the production of Annual Monitoring Reports (AMRs).

(c) Review is a process of routine thematic or periodic evaluation of the accumulated evidence about a programme or group of programmes drawn from a range of sources, and is conducted by a panel of academic and/or professional peers. Review may lead to the revision and redefinition of a programme and to the preparation of new programme or module specifications.

(d) All degrees or named awards must be subject to revalidation every six years to ensure that the programme remains current. Degrees undergoing revalidation will enter the process at stage 3a.

4.0 Publication of Programmes of Study

(a) Degree programmes, degrees or named awards for qualifications governed by these regulations must be published and available as a programme specification. The programme specifications are published to applicants from September 15th the year before study. If a programme is undergoing major amendment then it will be published 'subject to revalidation'. If a programme is new, it may be advertised as 'subject to validation' once it has successfully completed stage 2 of the validation process. For those marked 'subject to validation' no offers may be made until it is fully validated. The module specifications are made available to students at the start of each module and upon request.

(b) TEC Partnership must make every effort to ensure that the published programmes and modules are complete and up to date, but reserves the right to make minor changes to module specifications following approval by AASSC.

(c) A programme specification and module specification must not be published until the developing team receives confirmation of a completed HE05l FPA Minutes with EMT signature, and the approvals document is held on file by the HE Quality Office. Academic teams should only use the version published by the HE Quality Office.

5.0 Admissions and Suspension of Study

HE07 Admissions and Admissions Appeals and HE 21 Student Transfers and Accreditation of Prior Learning specify the procedures that must be followed for all applicants and TEC Partnership regarding the admission of students.

HE08 Retention and Engagement of Students in Study detail the processes which should be followed to suspend studies.

5.1 Standard and Non-Standard Applicants

(a) The admission of an applicant onto a degree at TEC Partnership must occur in accordance with these regulations and the admissions criteria specified within the programme specification for a chosen degree. Programmes validated under these regulations must include a standard entry statement and may include a non-standard statement.

(b) The arrangements made for considering all standard and non-standard applications for entry must ensure equality of opportunity. The criteria and means by which the eligibility of individuals for admission will be judged must be clearly published.

(c) Standard entry refers to those applicants who obtain, or expect to obtain, the specified and traditional points or qualifications needed to gain entry onto a specific degree or named award.

(d) Non-standard entry refers to those applicants who do not meet standard entry criteria, but gain entry through other criteria/assessment as identified in the programme specification. For programmes validated, or majorly amended, after 2021, the following definition is used:

> Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally Level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses).

> In order to qualify through the non-standard route, an applicant must be able to demonstrate recent work/experience in the relevant sector which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

> They may also be asked to prove the skills and knowledge through other means and may be asked to provide evidence of GCSE Maths or English. These details may differ depending on the course and are explained on our website or UCAS.

5.2 Applicants with English as a Foreign Language

(a) Applicants with English as a foreign language must be able to demonstrate a satisfactory command of English language in relation to reading, writing, speaking and listening.

(b) TEC Partnership's certificated entry criteria for applicants with English as a foreign language can be found in HE07 Admissions and Admissions Appeals.

5.3   Concurrent and consecutive enrolment

(a) An applicant may only be permitted to enrol for more than one higher education programme at TEC Partnership to run concurrently under the following conditions:

    i   both programmes are part-time;
    or
    ii   one of the programmes is full-time and the other is part-time, and it is the declared opinion of the Programme Leader (or equivalent) for each course that the concurrent registration will not

detract from the student's performance or fulfilment of any attendance requirements; in such cases a student may not subsequently appeal against poor performance on grounds of inability to satisfy the demands of concurrent enrolment.

5.4 Accreditation of Prior Learning

(a) All Accredited Prior Learning (APL) claims and approvals processes must comply with these regulations and the principles and processes defined within HE 21 Student Transfers and Accreditation of Prior Learning.

(b) Credits for general transfer when awarded by other higher education colleges, universities or approved private institutions will be accepted for consideration for APL.

(c) Credits for general or specific transfer when awarded by TEC Partnership will be accepted for consideration for APL.

(d) TEC Partnership will also consider applications for Accredited Prior Experiential Learning (APeL).

(e) The acceptance of applications for accredited prior certificated or experiential learning relating to a specific programme must be subject to the approval of the board for APL and the following maxima.

(f) Any prior learning must be no more than nine years old, and must have remained sufficiently contemporaneous to the subject in the time since the award was made. This in no way means TEC Partnership has committed to keeping programmes open for students to return, other than the conditions noted at enrolment in the student contract.

5.5 APL Maxima

(a) For foundation degrees programmes, applicants or enrolled students must complete the 240 credits at levels 4 and 5 required for the award. A maximum of no more than 160 APL credits must be permitted, with a minimum of 80 of the studied credits being at level 5.

(b) For 3-year bachelor's degrees, applicants or enrolled students must complete the 360 credits at levels 4, 5 and 6 required for the award. A maximum of no more than 280 APL credits must be permitted, with a minimum of 80 of the studied credits being at level 6. 40 credit modules in the final level must not be considered for APL.

(c) For Top-up degree programmes, applicants or enrolled students must complete the 120 credits at level 6 required for the award. A maximum of no more than 40 APL credits must be permitted, with a minimum of 80 of the studied credits being at level 6. 40 credit modules in the final level must not be considered for APL.

(d) For all APL decisions for awards of 120 credits of any stage of the FHEQ, there must be a minimum of 80 credits studied at TEC Partnership to gain a higher award.

(e) Students who APL credits cannot use those credits towards the calculation of their award at final stage. For students who use the full APL maxima allowed in either (a) and (b) above, this means that their final award is calculated on those 80 credits only.

5.6 Change of module or degree

(a) A student has no automatic right to change a programme of study but may, following consultation and advice, change a course with the approval of the Associate Principal of the receiving faculty.

(b) Changes should normally be at an appropriate point in the academic year.

(c) Students are responsible for complying with the requirements for a change of programme in force and published at the time of change.

(d) A student may, subject to timetable, published and programme restrictions, change a choice of optional module with the approval of the Associate Principal of the area responsible for delivering the module.

(e) No withdrawal from a module must be permitted once any assessment process specified for the module has been completed.

5.7 Suspension of study

(a) A student has no automatic right to a period of suspension of study but may, following consultation and advice, suspend a period of study with approval.

(b) Students must apply to their Curriculum Manager for the opportunity to suspend study. The process is defined in TEC Partnership's HE08 Retention and Engagement of Students in Study.

(c) Suspension of study will normally be granted on the following grounds:
  i   Medical reasons where there are strong medical reasons for a period of suspension of study. In such cases the student is required to submit appropriate medical evidence;
  ii   Personal reasons where there are strong personal reasons for a period of suspension of study. In such cases the student should briefly outline the circumstances pertaining to the request for suspension of study, supported by third party evidence;
  iii   Academic reasons where there are good academic reasons for a period of suspension of study beneficial to the student's programme e.g. study, a year in industry or work experience abroad.

(d) The maximum period of suspension of study permitted for a degree is two years. However, each application is for one year only and a new application must be completed for the second year of suspension. Where a suspended student fails to submit for further suspension before September 20th following their suspension they will be withdrawn from study.

(e) A student who suspends their study may have to accept that in doing so they will return to a programme which has been modified from the one on which they were originally enrolled. This may require acceptance of an ad hoc variation of programme in order to achieve completion.

(f) If a suspension of study is approved the student must be informed in writing, and TEC Partnership must inform the funding body, the Student Loans Company and any other relevant body.

5.8 Retrospective Suspension of Studies and Repeat Period

(a) Suspension of study is expected to be applied for in advance, or at the start of any problems affecting studies.

(b) However, if the suspension of study is for reasons of illness or personal problems, it may be the case that students do not immediately take the decision to suspend their study, and do not inform their department for the reason for their absence.

(c) Retrospective suspension of study must therefore be seen as exceptional, and, when applied for, must come with the full support of the academic department, and with clear evidence of the rationale behind the request. All requests for retrospective suspension of study must be approved by the AASSC.

(d) There must also be a clear rationale shown as to why the request is for a retrospective suspension of study (confirming that the student was effectively not in attendance).

(e) A request for a repeat period (where the student was in attendance but had their ability to study affected by their circumstances) may be made up until the publication of final award for the students.

5.9 Suspension of Study on the grounds of risk
(a) If a student on a degree approved by TEC Partnership, wheresoever located, is judged, on substantial evidence, to be unfit to study by reason of posing a risk to themselves or others, they may be required to suspend those studies. The process is defined in HE12 Fitness to Study.

5.10 Academic Issues Relating to Suspension of Study
(a) Students who are suspending their studies are defined as taking a break from studies. As such, they are not registered students and are not entitled to receive any tuition or supervision.

(b) If the student has outstanding assessments or examinations, they may request to take those assessments whilst suspending their studies. No students should be compelled to undertake assessments whilst suspending their studies, and this issue must be discussed at the time of the suspension of study request. The final decision as to whether the student is permitted to take outstanding assessments rests with the Curriculum Manager (or nominee). Programme Leaders must be particularly aware of students suspending their studies due to health problems, and consider that such students may not be fit to take assessments whilst suspending their studies.

(c) Students who normally have alternative arrangements for their assessments may have those arrangements affected by suspending their studies, particularly if those arrangements rely on the availability of DSA funding. Students in this position must discuss this with Disability Services and their academic department before suspending their studies.

5.11 Access to Services
(a) Access to TEC Partnership services may be affected by suspension of studies. Once the student's status has been amended on the management information systems, this information will be shared with other areas e.g. Library access. The main services affected will be:
- Accommodation
- Library
- IT Services
- Disability Services

6.0 Assessment, Reassessment and Mitigation

(a) The results of assessments and examinations must be approved by TEC Partnership's Module Board of Examiners.

(b) Any progression and/or awards decisions (including the award of credit) must be determined by the Programme Board of Examiners.

(c) All awards made by TEC Partnership must receive prior ratification by AASSC and EMT.

6.1 Summative Assessments Methods

(a) Methods of summative assessment for all modules must be in accordance with HE09 Assessment of Students. The methods of assessment are set in the validation document for each programme.

(b) A mixture of modes of assessment may be utilised within each module, for example:
- Presentations
- Laboratory work
- Experiments
- Performances
- In-class tests
- Oral examinations
- Projects
- Portfolios
- Computer-based tests
- E-assessment
- Exhibition of art works
- Live performance or outcomes evidenced through digital media
- Case Study
- Dissertations
- Viva

(c) Where written work is set, the following table sets out the normal range of word count for a 20-credit module. The maximum word count should be rarely used:

Level	Minimum	Maximum
3	500	3000
4	1000	4000
5	1000	5000
6	1000	6000

(d) The assessment structure on any programme should be planned so that students have the ability to develop skills in assessment types in a managed way through the programme. In early trimesters the size of assessments must be smaller to allow development of relevant skills.

(e) It is permissible for a programme to include assessment types and lengths which contravene these regulations where PSRB requirements require them to do so.

6.2 Attempts at assessment

(a) A student is deemed to have made a first attempt at each component or sub-component of assessment at the due date, whether or not a submission has been made. The following can be used to extend the due date for individual students:

    i   a short extension of up to 10 days deadline is authorised by the Short Extensions Panel: or

    ii   a non-standard extension of time is agreed by the Mitigating Circumstances committee: or

    iii a deferral is agreed by the relevant Programme Board of Examiners. Where a deferral is granted, the student will be expected to attempt the assessment at the next available opportunity; this will usually be in August/September: or

    iv a student has been assessed by a Disability Officer as requiring alternative assessment arrangements and permission authorised to cite their disability in a claim for an extended deadline. In such a case, an appropriate period of extension should be recommended by the Disability Officer and agreed with the Programme Leader.

(b) In each instance, work submitted by the extended deadline will be marked in the normal way with no capping of marks.

(c) If the period of extension or deferral has expired, the student must be deemed to have made a first attempt at each component or sub-component of assessment, unless the relevant Programme Board of Examiners grants a further deferral on grounds of mitigating circumstances as approved by the Mitigating Circumstances committee.

6.3 Reassessment

(a) Reassessment is an automatic right for student(s) who have failed at first attempt. The second attempt for assessments should normally be in August/September.

(b) It is possible, where a student, or group of students, has failed a module due to late submission penalties, or have achieved between 30 and 39%, for a student to resubmit work within 14 days for reassessment, providing a new task does not need to be set. The opportunity to do this should be clearly marked in the relevant module handbook and the validation document.   TEC Partnership does not guarantee the latest submission will be marked in time for the next relevant exam board.   Where a student fails this opportunity, or chooses to not take the opportunity, to make good their assessment they will be offered the formal reassessment (6.3a).

(c) A student who repeats an assessment for a module, or element, will only be eligible for up to the minimum pass mark on the elements requiring reassessment.

6.4 Student Responsibilities for Assessment and Reassessment

(a) Dates of examinations periods and for the submission of assessments/reassessments must be published in the programme handbooks or as a result of application for mitigation. It is the responsibility of each student to:

    i   check student email for all communication regarding assessment dates;

    ii   attend examinations and submit work for assessment/reassessment on the dates required.

6.5 Mitigation

(a) Mitigation is a process designed to assist students who have encountered unforeseen circumstances which have prevented them from submitting an item of assessed work for the published deadline; or from attending an examination; or from performing to their usual standard; and to bring these unforeseen circumstances to TEC Partnership's attention. The process is designed to maintain student engagement in assessment.

(b) Mitigation is not the correct process to follow if a student has a chronic long-term disability or long-term medical condition (unless it has suddenly deteriorated). In such instances, assessment adjustments,

and the requisite, support should be discussed with Learner Services Department who will refer the student to the Disability Office, through which adjustments may be put in place throughout the year.

(c) Mitigation is categorised into 3 criteria; namely: absence with good cause; non-standard extension; and impaired performance.

6.6 Absence with Good Cause and Non-Standard Extension

(a) A student who is unable to attend a scheduled written examination/assessment, or submit a piece of assessed work by the published summative date, may apply for 'Absence with Good Cause' or a 'Non-Standard Extension', provided that the application is formally made no later than 14 days after the date of the examination; or 14 days after the date on which submission of the assessment material was due.

(b) Where an application is made within the permitted timescale, the Mitigating Circumstances Committee must determine whether the application constitutes 'good cause' and report accordingly to the relevant Module Board of Examiners.

(c) It is not possible to give definitive examples of what a Mitigating Circumstances Committee will consider reasonable cases of 'good cause' which relate to unforeseen or exceptional circumstances affecting a student's ability to study. Examples may include serious illness or incapacity (which must only be considered in extreme cases such as emotional stress resulting from bereavement, or being a victim of crime). Difficulties in travel do not constitute good cause unless exceptional circumstances exist, such as adverse weather conditions affecting travel. Students are expected in all circumstances to attempt alternative forms of transport.

(d) All applications must be supported by appropriate documentary evidence. The Mitigating Circumstances Committee must have regard to the extent to which the evidence submitted confirms the student's claim against the circumstances. Other than in exceptional circumstances, no claim based upon medical circumstances must be accepted in the absence of evidence from a medical practitioner. Such evidence should be rejected where it is not evident that the medical practitioner witnessed first-hand the medical circumstances claimed.

(e) Where the Mitigating Circumstances Committee determines that good cause has been established, the Committee will recommend to the Module Board of Examiners that in the case of a piece of assessed work, the student will be awarded an extension, subject to a new deadline being set by the Mitigating Circumstances Committee.

6.7 Impaired Performance

(a) A student who has attempted their examination, or submitted their assessment to the published deadline, but who believes that their performance has been significantly impaired by mitigating circumstances, may apply for 'impaired performance with good cause'.

(b) A student application for impaired performance must be made no later than 14 days after the date of the examination; or 14 days after the date on which submission of the assessment material was submitted.

(c) Where an application is made within the permitted timescale, the Mitigating Circumstances Committee must determine whether the application constitutes 'good cause' and report accordingly to the relevant Module Board of Examiners.

(d) Where the Mitigating Circumstances Committee determines that good cause has been established, the Committee will recommend to the Module Board of Examiners that:

i   in the case of any assessment, the student must be awarded a 'fresh attempt' at the examination. A 'fresh attempt' means the student is offered a new first attempt, and in the case of a reassessment, that the student is offered a new reassessment;

or

ii   the matter is referred in exceptional mitigating circumstances to the relevant Programme Board of Examiners with the recommendation that the circumstances be taken into account by that Board when determining the final award of the student's degree.

(e) Where a student is offered a fresh attempt, they shall be informed in writing of the offer and the mark achieved in the module, notwithstanding the mitigating circumstances, and should be permitted to decline the offer, in writing, within 7 days of notification. Where the student declines the offer, the mark for the original attempt shall stand and no further action shall be taken. Where the student does not decline the offer within the time limit, the mark for the original attempt shall become void irrespective of any mark subsequently achieved by the student.

6.8 Late Applications

(a) Where a student makes an application after the deadline, the Mitigating Circumstances committee must decide whether the application will be considered by having regard to:

i   the reasons given by the student for the lateness of the application and the evidence to support this;

ii   the risk of the student gaining, or being perceived to be gaining, an advantage through the late application.

(b) Where the Mitigating Circumstances Committee determines that an application shall be considered and is satisfied, by reference to the published criteria of good cause, that it should be approved.

7.0   Academic and professional behaviour

7.1 Exclusion from assessment and termination of programme

(a) A student who has not satisfied the attendance requirements which are part of an approved programme or module specification, or the deadlines for submission of assessed work as published by TEC Partnership, may be:

  i   excluded from the assessments for the module, or
  ii   have their degree terminated.

(b) Exclusion and termination shall both be noted at the Programme Board of Examiners.

7.2 Professional Misconduct

(a) Professional misconduct means any behaviour that falls below the standards of behaviour that are expected of students whilst enrolled on a particular degree, and which normally relate to preparation for professional registration and demonstration of professional suitability (with a professional, regulatory or statutory body). Further explanation of the process is available in HE13 Fitness to Practice.

(b) Professional misconduct includes any actions taken by the student during the course of their study on any of TEC Partnership's degrees; or any conduct outside of TEC Partnership's campuses, including the student's social life, that may call into question the student's professional suitability or/and as such would bring the reputation of TEC Partnership and/or the degree into disrepute. Further explanation of the process is available in HE13 Fitness to Practice.

(c) The procedure for dealing with allegations of professional misconduct relating to academic misconduct will be managed through HE11 Academic Misconduct. All other allegations of professional misconduct will be managed via the Student Disciplinary Policy. In both instances, TEC Partnership is empowered to terminate a student's studies.

8.0   Boards of Examiners (Module)

(a) TEC Partnership requires two levels of boards of examiners, both of which have separate and distinct responsibilities:

- Module boards verify module marks awarded to candidates for summative assessment tasks.
- Programme boards verify progression between programme stages, awards and, where applicable, the classification of awards.

(b) Under no circumstances may module and programme boards alter any decision made by the other. Under no circumstances is a programme board permitted to change the marks of an assessment or a module. A programme board, if acting on information not previously available to module boards, may invite the chair of a module board to consider whether the marks verified for a specified module(s) were appropriate. This must be done through either Chairs Action or through reconvening of the full module board.   The programme board should defer the decision for the student until the full range of marks is confirmed.

(c) Either board must be informed of all relevant unfair means cases, including those resolved and the penalty imposed, whether via a Plagiarism Caution or by an Adjudication Panel in accordance with the Regulations on Academic Misconduct (HE11), and cases ongoing. Where the board is informed of a penalty imposed in accordance with the Regulations, the board must apply that penalty to the module in question and confirm the mark. Under no circumstances is a module board permitted to change the decision specified in the Caution or specified by the Adjudication Panel. Where a case is ongoing, the module board must defer decision for the candidate(s) in question.

8.1 Chairs of Boards of Examiners

(a) The Academic Registrar will appoint chairs of module and programme boards. A list of chairs should be sent to the Secretary of the AASSC before the assessment period begins.

(b) Chairs should be chosen from the pool of Associate Principals or equivalent. In extraordinary circumstances a member of staff from the HE Quality Office will act as Chair. Each chair must attend TEC Partnership briefing session provided by HE Quality Office before their first board, and should receive annual updates provided by TEC Partnership unless otherwise directed by AASSC.

8.2 Module Boards

(a) A module board must comprise:

- The chair appointed in accordance with para.8.1
- The relevant external examiner(s)
- The relevant internal examiners
- A secretary who must not be the same person as the chair

(b) A module board will be deemed quorate only where the chair and at least 50% of the internal examiners are present. Any decisions made by an inquorate board remain provisional until confirmed by a board which is quorate. Where the external examiner is unable to attend, the board may proceed, but the Academic Registrar (or nominated person) must be informed.

(c) Where an external examiner is unable to attend, they must be provided with the opportunity to provide relevant comments by another means (e.g. e-mail, telephone, video conferencing).

(d) Agreement of the marks awarded, and therefore resolution of any disagreement between examiners, should be achieved before the module board sits. The board should therefore be able to focus on confirming the marks awarded taking into account and confirming any recommendations of the Mitigating Circumstance Committee and any penalties for unfair means. In the event that a disagreement

has not been resolved, the chair is the final arbiter of the mark to be awarded following consultation with members of the board, including the external examiner(s).

(e) In confirming the marks awarded, the board's decision must be informed by the relevant module results data, which includes comparing the current range of marks on other modules at the same level. Boards must consider any anomalies which become apparent, and take steps to address any unfairness, including re-scaling marks where appropriate.

(f) The board must ensure that for all candidates, members are clear whether it is a first attempt or reassessment which is being considered, and therefore ensure that for modules passed by reassessment, that the component mark is capped at the pass mark.

8.3 Module marks
(a) The performance of a student in meeting the assessment requirements of a module is determined by the Module Board of Examiners, and is indicated by a numerical mark recorded on the following scale:

    Fail   0% to 39%
    Pass   40% to 100%

(b) For modules passed after reassessment, a mark of 40% must be applied to any previously failed element.

(c) A student who fails to submit a component or sub-component of assessment as required will be awarded a mark of 0% Non-submission (NS) for that component or sub-component of assessment. A student who makes any attempt such as an exam attendance card being completed or a front cover submitted will be awarded an appropriate mark - if this is 0% it will be noted as Academic Fail (AF).

(d) Students may not be permitted to present themselves for assessments if they have not engaged in any of the activities specified for a module. The definition of engagement is defined in HE08 Retention and Engagement of Students in Study.

(e) If the module is mandatory pass and an individual component grade is lower than 40 then the module percentage will stand but the overall result will be fail for the module.

(f) Pass/Fail Modules: some modules may be designated within a 'Professional' category. This category is not in itself a 'level', but may include work at various levels. The category designates situations in which TEC Partnership's approval procedures are unable directly to control the learning environment. These include such activities as school experience, work placements, certain approved work undertaken abroad, and professional requirements in fulfilment of an academic programme. In such cases a Foundation Degree may include pass/fail module(s):

   i   where a vocational or professional element exists, which includes competency-based assessments specified by a relevant professional, statutory or regulatory body;
   ii   Professional Pass/Fail modules (and elements) will be disregarded in calculating any module average and any stage average required under these regulations.

9.0 Boards of Examiners (Progression and Award)

Programme boards are responsible for determining the progression of candidates between the stages of a programme and to an award, including, where applicable, determining the classification of the award.

9.1 Progression and Award

(a) A programme board must comprise:

- The chair
- The relevant external examiner(s)
- The relevant programme leader
- At least 50% of the internal examiners responsible for modules from the programme
- A secretary who must not be the same person as the chair

(b) Where the external examiner is unable to attend, the board may proceed. The Academic Registrar must be informed, and confirmation of grades through signatures on the official grids must be gathered after the board.

9.2 Academic Misconduct

The programme board must be notified of all cases where academic misconduct is pending or where a penalty has overridden or influences the decision of the programme board.

9.3 Progression

(a) A student automatically progresses to the next stage of their programme if they satisfy the requirements of the current stage in full. Full-time students may not study modules from a higher stage until progression has been awarded at an assessment board.

(b) Part-time students are able to study modules from subsequent stages if at least 60 credits from the current stage have been considered by a module board.

(c) Progression boards make a formal progression decision for all students. This includes the provision to:

  i   Allow students to progress to the next level of their programme;
  ii   Confirm compensation in up to 20 credits at each stage of the programme. In such cases, credits will be awarded to the compensated module;
  iii Permit a student to refer a failed module to the next stage;
  iv   Defer the decision to a later board;
  v   Confer target awards or contained awards;
  vi   Withdraw a student from their programme of study if they have exhausted all opportunities to retrieve failure;
  vii Offer a student the opportunity to transfer to an ordinary degree at Level 5 (bachelor's degree only).

(d) Stage average marks are rounded to the nearest integer. This is calculated using two decimal places. For example, a stage average of 69.45 would be rounded up and 69.44 would be rounded down.

(e) The right to compensation is automatic; however, it is normally offered following the opportunity for reassessment. Up to a maximum of 20 credits in any stage of a programme can be compensated, subject to the following conditions:

    i   Compensation can only be applied when a progression board is considering all the modules in a stage;

    ii   Compensation can only be awarded if the overall stage average is 40% or above;

    iii Compensation can only be awarded if the mark for the module is between 30 and 39%;

    iv Modules deemed as non-compensatable at validation are ineligible for compensation;

    v   Modules failed due to academic misconduct are not compensatable.

(f) Progression and Award Boards have no discretion outside of the regulations. Permission for discretion outside of the regulations can only be given by AASSC.

(g) The following is a list of permitted decisions:

Decision and exam board code	Description If the conditions meet those to the right:	Condition
Proceed (P)	The Progression and Award Board must grant progression to the next stage of their programme of study.	In order to qualify a case must: 1) have been awarded 120 credits at the current stage of study by a module board.

Decision deferred pending reassessment (DDR)	The Progression and Award Board must grant reassessment on any failed credits at first point of consideration for any module. The reassessment offered will be for all assessment components which scored below the minimum pass mark.	In order to qualify a case must meet these two conditions:
		1) the student must be at first point of consideration.
		  and
		2a) the student must have failed credits with a module average below the minimum pass mark associated with the module;
		  or
		2b) the student must have failed to achieve the minimum pass mark for a component, which is marked as mandatory pass at validation.

Proceed with compensation (PC)	The Progression and Award Board must grant a student the ability to proceed to the next stage of their programme with compensation of up to 20 credits. The credits will be awarded but the academic record of the student will show the grade received for the modules.	In order to qualify a case must meet these four conditions:
		1) have been awarded 100 credits by a module board and have a stage average of 40% or above in their current stage.
		  and
		2) have only failed credits from compensatable modules.
		  and
		3) must be at second point of consideration.
		  and
		4) must have a mark for the module that is between 30 and 39.

Decision deferred: Incomplete (DDIM) Mitigating Circumstances	The Progression and Award Board must grant deferment of the progression decision to the next meeting of the assessment board due to mitigating circumstances.	In order to qualify a case must: 1a) have an extension agreed by mitigating circumstances committee; or 1b) have submitted a request for mitigation not yet seen by the mitigating circumstances committee.

Decision deferred: Incomplete (DDIU)	The Progression and Award Board must grant deferment of the decision to the next meeting of the Assessment Board due to academic misconduct.	In order to qualify a case must: 1) have a case of academic misconduct pending.

Proceed Referred (PREF)	The Progression and Award Board must grant progression of a student to the next stage of their course whilst trailing a maximum of 20 credits, which have been failed to be attempted in full, alongside the next stage. The student's marks for the failed module(s) are wiped from the assessment and module record.	In order to qualify a case must:
		 1) have failed up to 20 credits only
		   and
		 2) have failed credits, or part of, that are non-compensatable.
		   and
		 3) not be on a pre-certificate stage of a programme.

Progress Under Provision (PUP)	The Progression and Award Board may grant a student permission to progress to the next stage of their programme whilst completing credits from the previous stage. This could potentially be all 120 credits and individual circumstances must be considered. The student's progression to the next stage of the programme is subject to the provision that the criteria for the current stage is complete within 5 weeks of the next academic year. If this is not complete then progression is cancelled. Any financial risk sits with the student. This can be applied at either point of consideration.	In order to qualify a case must:
		 1) in the exam boards judgement, have the chance of completing the outstanding assignments within 5 weeks.
		   and
		 2) have had a previous deferred decision which means the student does not have an opportunity to progress with their cohort.
		   and
		 3) not be on a pre-certificate stage of a programme.

Cannot Proceed: Restudy (RCP)	The Progression and Award Board must grant the opportunity for a student to restudy failed modules in full in the following year. The student remains on their current level and joins a new cohort to study the failed modules in full again. The following items apply:
	
	 • Restudy can only be offered once in the lifetime of the programme.
	 • Credits under restudy must be studied in full with all previous grades disregarded.
		In order to qualify automatically a case must:
		 1) be on level 4 of a foundation degree or level 4 or 5 of a bachelor's degree only;
		   and
		 2) be at 2nd point of consideration;
		   and
		 3) have remained as a continuing student until the exam board;
		   and
		 4) have not previously taken up a restudy offer in the life of the programme;
		   and
		 5) have passed 60-90 credits of their current level.

Cannot Proceed Restudy (RCP <60) (FREP = 120)	The Progression and Award Board may grant the opportunity for a student to restudy failed modules in full in the following year. The student remains on their current level and joins a new	In order to qualify for consideration a case must: 1) be on level 4 of a foundation degree or level 4 or 5 of a bachelor's degree only; and

	cohort to study the failed modules in full again. The following items apply:	2) be at 2nd point of consideration; and
		3) have remained as a continuing student until the exam board; and
	• Restudy can only be offered once in the lifetime of the programme.	4) have not previously taken up a restudy offer during the registration; and
	Credits under restudy must be studied in full with all previous grades disregarded.	5) have passed fewer than 60 credits.
		If all five conditions above are correct, the Progression and Award Board has the discretion to offer restudy of the failed modules, or, in exceptional circumstances, the entire academic year. The board must decide whether the evidence presented suggests that, if offered, the student is likely to achieve their level of study and that immediate restudy is in the student's best interest.
		The following criteria should be considered at the meeting to allow a decision to be made:
		i The profile of marks and any evidence of improvement;
		ii The academic standing of the student with regards to attendance and submission;
		iii The candidate's potential to succeed if given a fresh attempt;
		iv Any mitigating circumstances during the year in question not previously considered by a mitigating circumstances committee.
Cannot Proceed Withdrawal from study (F = 0 credits) (CR ≤90 credits)	The Progression and Award Board may make the decision to withdraw a student from their study programme. The best available contained award for a student must be made based on the credits which have been awarded to them.	In order to qualify a case must: 1) be at second point of consideration and have used all resit opportunities for all modules which could lead to the achievement of credit; and 2a) for students on level 4 of a foundation degree or level 4 or 5 of a bachelor's degree, who have not previously restudied a level (or part thereof), they must be deemed by the Progression and Award Board to not be eligible for Cannot Proceed Restudy listed above; or 2b) for students on level 4 of a foundation degree or level 4 or 5 of a bachelor's degree, who have previously restudied a level (or part thereof) this is automatic; or 2c) for students on level 3 pre-certificate stage this is automatic.

Delegate Decision to Chairs Action	The Progression and Award Board may delegate a decision to the chair of the exam board, subject to approval by External Examiner. In these circumstances, the Chair will ensure that the interim decision is recorded as the current standing of the student, but the minutes will capture the options for chairs action.	In order to qualify a case must: 1) contain incomplete information, which is likely to become known soon, which prevents a progression/award decision being made; and 2) waiting until the next board would significantly disadvantage the student.
Transfer to Ordinary (TRO)	The Progression and Award Board may offer the opportunity to transfer to an Ordinary Degree. In order to go on to achieve an Ordinary Degree a student must achieve 300 credits with at least 60 at level 6.	In order to qualify a case must: 1) be currently enrolled on Level 5 of a Bachelor's Programme; and 2a) Before restudy, if a student has 120 credits at Level 4 and 60 to 90 credits at level 5 the student may elect to transfer to Ordinary Degree rather than restudy the failed modules. The Programme Leader must provide written evidence to the Chair of the exam board; or 2b) Following restudy if a student has 120 credits at Level 4 and 60 to 90 credits at level 5 the student may elect to Transfer to Ordinary Degree rather than be withdrawn from study.

9.4 Award for Bachelor's Degrees

(a) Following all opportunities for reassessment, and when a full range of credits are available, an Award is made based on decisions contained below:

Decision and exam board code	Description
Confer Intended Award - 3 Year Honours Degree (1, 2.1, 2.2, 3)	The Progression and Award Board has the power to confer the intended award where a student has satisfied all requirements of the intended award as detailed in the Programme Specification after consideration of compensation to a maximum of 20 credits in each stage (with a stage average above 40 and the failed module has a mark of 30-39). The Progression and Award Board must award the best degree possible based on a two-step process detailed below: Step 1 – Initial Proposed Award The Initial Proposed Award (IPA) for Bachelor's degree will be calculated using either the Weighted Stage Average or the Final Stage Average. The Board of Examiners must consider which calculation offers the best outcome to the student as an overall degree classification. Students who have APL credits cannot use the credits towards the Award calculation. If the student has APL level 5 they cannot use weighted stage average method. Weighted Stage Average:

	Weighted Stages Average (WSA) of module grades from Level 5 and Level 6 with a weighting of 30% of Level 5 and 70% of Level 6. The award given should be the highest available to the student based on the following scale:
	
	 • The rounded weighted stage average is used to calculate the highest possible outcome from this list:
	   i If the weighted stages average is equal or more than 40% then a 'Third-class honours' (3rd) is awarded;
	   ii If the weighted stages average is equal or more than 50% then a 'Lower second-class honours' (2.2) is awarded;
	   iii If the weighted stages average is equal to 60% or more a 'Upper second-class honours' (2.1) is awarded;
	   iv If the weighted stages average is equal to 70% or more a 'First-class honours' (1st) is awarded.
	
	 Level 6 Stage Average:
	
	 • The Level 6 Stage Average is calculated based on all 120 credits studied at level 6. The rounded final stage average is used to calculate the highest possible outcome from this scale:
	   i If the final stage average is equal or more than 40% then a 'Third-class honours' (3rd) is awarded;
	   ii If the final stage average is equal or more than 50% then a 'Lower second-class honours' (2.2) is awarded;
	   iii If the final stage average is equal to 60% or higher then an 'Upper second-class honours' (2.1) is awarded;
	   iv If the final stage average is equal to 70% or more a 'First-class honours' (1st) is awarded.
	
	 Step 2 – Bachelor's degree Borderline Case
	
	 For awards of 3rd, 2.2 and 2.1 a borderline rule applies. Following rounding, if the Initial Proposed Award is within 2% of the boundary for the award, the Board of Examiners will consider whether the award can be given in the higher class.
	
	 The award should be raised to the higher classification only if the following conditions are met:
	   i More than 50% of credits being considered for the Award are in the higher class than the Initial Proposed Award.

Confer Intended Award – Top Up Degree (1, 2.1, 2.2, 3)	The Progression and Award Board has the power to confer the intended award where a student has satisfied all requirements of the intended award as detailed in the Programme Specification after consideration of compensation to a maximum of 20 credits in each stage (with a stage average above 40 and the failed module has a mark of 30-39). The Progression and Award Board must award the best degree possible based on a two-step process detailed below: Step 1 – Initial Proposed Award The Initial Proposed Award (IPA) for a Top-up Bachelor's degree will be calculated using the Level 6 Stage Average. Level 6 Stage Average:

	• The Level 6 Stage Average is calculated based on all 120 credits studied at level 6. The rounded final stage average is used to calculate the highest possible outcome from this scale:
	    i If the final stage average is equal or more than 40% then a 'Third-class honours' (3rd) is awarded;
	    ii If the final stage average is equal or more than 50% then a 'Lower second-class honours' (2.2) is awarded;
	    iii If the final stage average is equal to 60% or more a 'Upper second-class honours' (2.1) is awarded;
	    iv If the final stage average is equal to 70% or more a 'First-class honours' (1st) is awarded.
	
	Step 2 – Bachelor's degree Borderline Case
	
	For awards of 3rd, 2.2 and 2.1 a borderline rule applies. Following rounding, if the Initial Proposed Award is within 2% of the boundary for the award, the Board of Examiners will consider whether the award can be given in the higher class.
	
	The award should be raised to the higher classification only if the following conditions are met:
	    i More than 50% of credits being considered for the Award are in the higher class than the Initial Proposed Award.

Confer Intended Award (ORD)	Students who have chosen to transfer to ordinary degree at level 5 (TRO) will be awarded a degree based on completing 300 credits. Ordinary degrees are not classified. A named ordinary degree would apply to a student who achieves 300 credits of a prescribed programme, with at least 60 credits at level 6. The title of the Ordinary Degree must be included in the validation.
Confer Contained Award (PASS)	Students who study the full honours degree but do not achieve all the required credits may be awarded a pass degree. Pass degrees are not classified. A pass degree would apply to a student who achieves 300 credits of a prescribed programme, with at least 60 credits at level 6.
Confer Contained Award (GCERT)	Students who study the full honours degree but do not achieve all the required credits may be awarded a Graduate Certificate. Graduate Certificates are not classified. A Graduate Certificate would apply to a student who achieves 280 credits of a prescribed programme, with at least 40 credits at level 6.
Confer Contained Award (DIP)	Students who study the full honours degree but do not achieve all the required credits may be awarded a Diploma of Higher Education. A Diploma of Higher Education is not given in a named subject and is not classified. A Diploma of Higher Education will be awarded to a student who achieves 240 credits of a prescribed programme, with at least 90 credits at level 5 or above.
Confer Contained Award (CERT)	Students who study the full honours degree but do not achieve all the required credits may be awarded a Certificate of Higher Education. A Certificate of Higher Education is not given in a named subject and is not classified. A Certificate of Higher Education will be awarded to a student who achieves 120 credits of a prescribed programme, with a minimum of 90 credits at level 4 or above.

Confer Contained Award (FDCERT)	Students who study the full honours degree but do not achieve all the required credits may be awarded a Foundation Certificate of Higher Education. A Foundation Certificate of Higher Education is not given in a named subject and is not classified.
	A Foundation Certificate of Higher Education will be awarded to a student who achieves 120 credits of a prescribed programme at level 3 and has requested to withdraw rather than progress.
Award Credit (CR)	Students who study the full honours degree but do not achieve all the required credits are awarded credit for all modules completed. No certificate is given with credit only awards.
	This would apply for students who achieve between 10 and 110 credits.

9.5 Award for Foundation Degrees

(a) Following all opportunities for reassessment, and when a full range of credits are available, an Award is made based on decisions contained below:

Decision and exam board code	Description
Confer Intended Award (FD, FDM, FDD)	• A student has satisfied all requirements of the intended award as detailed in the Programme Specification after consideration of compensation to a maximum of 20 credits in each stage (with a stage average above 40).
	• Awards for Foundation Degrees are based on stage average for the final stage of the award. It is the responsibility of the award board to offer the highest classification from the list below; the rounding rule applies for each: i If the final stage average is equal or more than 40% then a Foundation Degree Pass is awarded; ii If the final stage average is equal to 60% or more the award will be a Foundation Degree with Merit; iii If the final stage average is equal to 70% or more the award will be a Foundation Degree with Distinction.
	For the awards of Merit and Distinction a borderline rule applies. Following rounding, if the final stage average is within 2% of the boundary for the award, the Board of Examiners will award the higher award if more than 50% of the credits at level 5 are in the higher classification.
Confer Contained Award (CERT)	At Level 5, following all opportunities for reassessment, if the student has not met the requirements for the intended award, but has met the requirements for a contained award, the contained award will be conferred.
	A Certificate of Higher Education will be awarded to a student who achieves 120 credits of a prescribed programme, with a minimum of 90 credits at level 4 or above.
Confer Contained Award (FDCERT)	Students who study the foundation degree but do not achieve all the required credits, may be awarded a Foundation Certificate of Higher Education. A Foundation Certificate of Higher Education is not given in a named subject and is not classified.
	A Foundation Certificate of Higher Education will be awarded to a student who achieves 120 credits of a prescribed programme at Level 3, and has requested to withdraw rather than progress.
Award Credit (CR)	Student is awarded credit for all modules completed. No certificate is given with credit only awards.

9.6 Award for other programmes up to Level 6 of FHEQ

(a) Following all opportunities for reassessment, and when a full range of credits are available, an Award is made based on decisions contained below:

Decision and exam board code	Description
Confer Intended Award (GDIP)	Students who study a named Graduate Diploma as their registered programme of study. Graduate Diplomas are not classified. A named Graduate Diploma would apply to a student who achieves 320 credits of a prescribed programme, with at least 80 credits at level 6. The title of the named Graduate Diploma must be included in the validation.
Confer Intended Award (GCERT)	Students who study a named Graduate Certificate as their registered programme of study. Graduate Certificates are not classified. A named Graduate Certificate would apply to a student who achieves 280 credits of a prescribed programme, with at least 40 credits at level 6. The title of the named Graduate Certificate must be included in the validation.
Confer Intended Award (PrGCE)	Students who study a Professional Graduate Certificate in Education. A Professional Graduate Certificate in Education is not classified. A Professional Graduate Certificate in Education will be awarded to a student who achieves at least 60 credits on a prescribed PrGCE programme, with at least 40 credits at level 6 or above.
Confer Intended Award (CERTED)	Students who study a Certificate in Education. A Certificate in Education is not classified. A Certificate in Education will be awarded to a student who achieves at least 60 credits on a prescribed Certificate in Education programme, with at least 40 credits at level 5 or above.
Confer Intended Award (DIPN)	Students who study a named Diploma of Higher Education where this is the programme they are registered on. A Diploma of Higher Education is not classified. A Diploma of Higher Education will be awarded to a student who achieves 240 credits of a prescribed programme, with at least 90 credits at level 5 or above, or 120 credits with at least 90 at level 5 where entry requires a Level 4 award. The title of the named Diploma of Higher Education must be included in the validation.
Confer Intended Award (CERTN)	Students who study a named Certificate of Higher Education where this is the programme they are registered on. A Certificate of Higher Education is not classified. A Certificate of Higher Education will be awarded to a student who achieves 120 credits of a prescribed programme, with a minimum of 90 credits at level 4 or above. The title of the named Certificate of Higher Education must be included in the validation.
Award Credit (CR)	Student is awarded credit for all modules completed. No certificate is given with credit only awards.

10.0   External Examiners

(a) TEC Partnership must appoint one or more external examiner(s) to carry out the role(s) and responsibilities defined for all provision that leads to a degree, named award or credits.

(b) TEC Partnership must ensure it maintains accurate, complete and up to date information about External Examiners, including their name, position, institution and period of tenure.

(c) TEC Partnership must make External Examiners' annual reports available in full to students, with the sole exception of any confidential report made directly, and separately, to the Principal and/or Chief Executive of TEC Partnership. The External Examiner's name, designation and institution must also be published in relevant student handbooks.

(d) TEC Partnership must provide a considered and timely response to any confidential report received, outlining any actions it will be taking as a result.

10.1 Responsibilities

(a) The general responsibilities of an External Examiner are to:

i   Provide TEC Partnership with impartial and independent advice, as well as informative comments on the standards of TEC Partnership's degrees and on student achievement in relation to those standards;
ii   Ensure equity and fairness in the decisions reached in respect of each student being assessed, and that the standards of TEC Partnership's degrees are maintained;
iii   Report to TEC Partnership on aspects of the quality of the assessment process, the standards set, and the threshold and typical standards of achievement, and to advise the Module Board of Examiners on the marks to be awarded;
iv   Provide informative comments and recommendations on observed evidence of good practice and innovation relating to learning, teaching and assessment observed by the external examiner;
v   Meet with students and contribute to opportunities to enhance the quality of the learning opportunities provided to them;
vi   At the Programme Board of Examiners, ensure that academic regulations are fairly and consistently implemented;
vii   Conform to the requirements and criteria specified in these regulations and TEC Partnership's Code of Practice External Examining.

(b) The specific responsibilities of a TEC Partnership appointed External Examiner are to provide informative comments and recommendations upon whether or not:

i   TEC Partnership is designing and setting its assessments for modules (examination papers and coursework briefs) in terms of standards and relevance to intended learning outcomes;
ii   Samples of marked work (or other evidence as appropriate, such as artefacts, design shows and presentations) meet the programme and module requirements, in addition to threshold and typical standards of achievement;
iii   TEC Partnership is maintaining the threshold academic standards set for its degrees in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements;
iv   TEC Partnership is measuring student achievement within the assessment process rigorously and fairly against the intended outcomes of the programme(s) and is conducting assessment in line with its policies and regulations;
v   Academic standards and the achievements of students are comparable with those in other UK higher education institutions of which the external examiner has experience.

(c) Within the Module Board of Examiners, and prior to the confirmation of mark lists, pass lists or similar documents, the External Examiner must formally endorse the outcomes of the assessment processes they have been appointed to scrutinise. This must be clearly recorded within the minutes of the Module Board of Examiners.

10.2 Appointment

(a) All external examiner appointments shall be approved by the AASSC.

(b) The Academic Registrar (or nominated person) must maintain a central register of appointments and periods of tenure to avoid inadvertent conflicts of interest, and ensure the proper rotation of external examiners.

(c) The terms of appointment require External Examiners to provide evidence of the following:

i   knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
ii   competence and experience in the fields covered by the degree, or parts thereof;
iii relevant academic and/or professional qualifications to at least the level of the qualification being externally examined;
iv   competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
v   sufficient standing, credibility and breadth of experience within the subject to be able to command the respect of academic peers and, where appropriate, professional peers;
vi   familiarity with the standard to be expected of students to achieve the award that is to be assessed;
vii fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements);
viii at the time of appointment demonstrate permission to work within the UK;
ix   meeting applicable criteria set by professional, statutory or regulatory bodies;
x   awareness of current developments in the design and delivery of relevant curricula;
xi   competence and experience relating to the enhancement of the student learning experience.

10.3 Conflicts of Interest

(a) TEC Partnership must not appoint an External Examiner who is deemed to have a conflict of interest such as anyone in the following categories or circumstances:

i   a member of a governing body or committee or current employee of TEC Partnership or partner Institution;
ii   anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the degree;
iii anyone required to assess or moderate work of colleagues who are recruited as students to the degree;
iv   anyone who is, or knows they will be, in a position to influence significantly the future of students on the degree or in employment;
v   be directly involved in the placement of students in the External Examiner's organisation, or in contact with placement students following the programme to which they are appointed;
vi   anyone significantly involved in recent or current substantive collaborative research or scholarship activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;
vii former staff or students of the institution, unless a period of five years has elapsed and all students taught by or with the External Examiner have completed their programme(s);

viii a reciprocal arrangement involving cognate programmes at another institution;

ix the succession of an External Examiner by a colleague from the Examiner's home department and institution;

x the appointment of more than one External Examiner from the same department of the same institution.

10.4 Period of Tenure

(a) The duration of an External Examiner's appointment will be for four years (covering three annual cycles of assessment) normally from September in the first year of the appointment until December following the final academic year of the appointment (e.g. September 2022 - December 2026) with an opportunity for an exceptional extension of one year to ensure continuity.

(b) All External Examiner appointments will be reviewed annually in line with clause 10.1.

(c) An External Examiner may be reappointed in exceptional circumstances, but only after a period of five years or more has elapsed since their last appointment by TEC Partnership.

(d) External Examiners must not hold more than two External Examiner appointments for taught programmes/modules at any point in time.

10.5 Approval

(a) All External Examining appointments must be approved by the Academic Authority and Standards Senior Committee (AASSC).

(b) The Academic Registrar (or nominated person) must, on approval by the AASSC and via TEC Partnership's Human Resources Department, ensure that all External Examiners are informed about organisational procedures, practices, and academic regulations, and the crucial value of External Examiners' feedback to TEC Partnership as part of the broader system of quality assurance and enhancement.

(c) The Academic Registrar (or nominated person) must ensure that all newly appointed External Examiners receive a copy of the latest External Examiner report(s).

(d) As a minimum, TEC Partnership must provide External Examiners with written information about, and access to:

i modules, programmes and/or award(s) to which each External Examiner is appointed;

ii relevant TEC Partnership and programme regulations for its degrees;

iii the various responsibilities and powers assigned to their External Examiner role, including the extent of their authority in a Board of Examiners;

iv examining and assessment regulations and the Code of Practice for External Examiners and Code of Practice Assessment of Students;

v information such as programme and module handbooks, and marking and classification criteria;

vi learning, teaching and assessment strategies;

vii information about relevant professional issues, such as fitness to practise, and any features that relate to the specific discipline;

viii the processes through which their work contributes to TEC Partnership's quality assurance processes.

(e) TEC Partnership must inform External Examiners, in writing at the beginning of their term of office, that they have a right to raise any matter of serious concern with the Principal and/or Chief Executive, if necessary, by means of a separate, confidential written report.

10.6 External Examiner Induction

(a) All newly appointed External Examiners must receive a letter inviting them to attend TEC Partnership's External Examiner Induction for a generic induction to the role of External Examiner at TEC Partnership.

10.7 Submitting Reports

(a) External Examiners must submit an annual report to the Academic Registrar within **28 days** of the Programme Board being held.

(b) External Examiners' annual reports must provide clear and informative feedback on those areas defined as part of the External Examiner's responsibilities.

(c) In addition, External Examiners' reports must:

i   confirm that sufficient evidence was received to enable the role to be fulfilled (where evidence was insufficient, they give details);
ii   state whether issues raised in the previous report(s) have been, or are being, addressed to their satisfaction;
iii   address any issues as specifically required by any relevant professional or regulatory body;
iv   give an overview of their term of office (when concluded).

10.8 Responses to External Examiners

(a) TEC Partnership must provide each External Examiner with a considered and timely response within 28 days to their comments and recommendations, outlining any actions they will be taking as a result or the reasons for not taking action.

10.9 Termination of Appointment

(a) The appointment of an External Examiner may be terminated by the AASSC if the Committee judges that the responsibilities of the appointment have not been, or cannot be, fulfilled in the manner or to the standard which TEC Partnership requires.

(b) Reasons for termination may include:

i   failure to provide reports (or complete reports) on the assessment process required by TEC Partnership;
ii   inability to attend three successive boards;
iii   persistent refusal to work within TEC Partnership's academic regulations;
iv   conduct which in the case of an employee of TEC Partnership would be the subject of disciplinary action;
v   relocation of the External Examiner from the UK;
vi   retirement from academic post.

(c) TEC Partnership recognises that a change in the External Examiner's circumstances which brings about potential conflicts of interest might jeopardise objectivity. Where this cannot be resolved, normal practice would be for the External Examiner to resign. Only as a last resort will TEC Partnership terminate the appointment to protect the independence of its External Examining arrangements.

(d) The power to terminate the appointment is not restricted to a particular time period, such as the end of the academic year, but TEC Partnership must ensure that decisions are made on sound evidence of non-fulfilment, and make such decisions in accordance with procedures set out in these regulations and relevant policies and Codes of Practice.

(e) When circumstances arise, which are considered as possible grounds for termination of an External Examiner's contract, the Academic Registrar (or nominated person) will write formally to the Examiner to inform them that the termination is being considered, and to offer the opportunity for the Examiner to explain the circumstances and request that the termination is not affected.

(f) The Chair of the AASSC will take the final decision regarding the termination; the External Examiner will be notified in writing within 7 days of the decision being made.

10.10 Resignation of External Examiners

(a) Where an External Examiner wishes to resign before the end of their term, this should be done in writing to the Academic Registrar (or nominated person), care of HEQA at TEC Partnership, who will send a letter confirming termination of employment.

11.0   Results and transcripts

11.1 Notifications of Results and Transcripts

(a) It is the responsibility of students to find out their results; however, the Student Handbook must explain to students how and where the results of their assessments will be published.

(b) Provisional marks for all assessments should be published within 28 days of the deadline. These marks are provisional and are subject to ratification by the Board of Examiners (Module).

(c) No final marks or the decisions relating to a student's award and progression that are held on TEC Partnership's Board of Examiner records may be released or published until approved by the AASSC.

(d) No results must be disclosed before the formal date of publication.

(e) Results should be published electronically on a protected site.

(f) Results must not be released to students by telephone.

(g) On completion of a stage and academic year, the student must be issued Notification of Results which must record all modules taken (including withdrawals), all marks and credits awarded (including fails) and marks obtained.

(h) On completion of the degree and/or period of enrolment, the student must be issued with a Results Transcript which must record all modules taken (including withdrawals), all marks and credits awarded (including fails), marks obtained and any credit obtained or award made.

(i) No student is entitled to any certificate and award unless all fees for tuition have been paid. Attendance at graduation ceremony may be prevented by non-payment of accommodation fees or other financial debt, or the return of library loans or rightful property of TEC Partnership.

(j) Academic misconduct penalties must not be included on a result letter and/or result transcript.

(k) All final transcripts and certificates will be issued in the name that the student was enrolled as during the final exam board associated with their course. Subsequent changes normally cannot be made by TEC Partnership. However, TEC Partnership is aware of its responsibilities under the Equality Act 2010. In circumstances where an individual has undergone gender reassignment and subsequently corrected their name, and the individual requests TEC Partnership to reissue a degree certificate showing this name, this request will be granted upon production of proof of name change and return of the original degree certificate. All such requests should be emailed to heqa@tecpartnership.ac.uk.

11.2 Posthumous Awards

(a) The Board of Examiners, with the recommendation of the Associate Principal or equivalent manager and support of the External Examiner, may recommend to the AASSC the award of a Posthumous degree to a deceased student, for conferral at a graduation ceremony.

(b) In the interests of courtesy and sensitivity, a Posthumous Award must only be made with the knowledge and consent of the next of kin and/or immediate family members.

(c) For the award of a Posthumous Degree, the student must have:

  i   Good academic standing;

ii   Assessment results (whilst studying at TEC Partnership) where it is reasonable to conclude that the student would have successfully completed the programme and qualified for the award in question;

iii   Completed 280 credits of the requirements for their Bachelor's degree or completed 160 credits of the requirements for the Foundation Degree.

(d) There should be no known evidence to suggest that the conferral of an award will cause offence or undue stress to the relatives of the deceased, or others within TEC Partnership or community.

(e) In cases where it is determined the student did not meet the above requirements for a degree, a Posthumous Diploma or Certificate may be awarded, if appropriate. A Posthumous Diploma or Certificate may be awarded if the student has made significant progress toward the attainment of a degree.

(f) A Posthumous degree or contained award must be unclassified and, in all other respects, ungraded.

(g) A Posthumous Award must be awarded in the name of the deceased student and may be announced at the next relevant graduation ceremony, if the next of kin so desires. The award certificate may be presented to the student's next of kin as part of a private meeting by the Associate Principal or alternative, or sent by post as soon as possible, if this is the wish of the next of kin.

(h) The student's certificate will be printed with the words "Awarded Posthumously". On the transcript, it will be noted that the award is "Posthumous".

(i) In the event that it is not permitted by a professional body to award a Posthumous degree or contained award for which the student was enrolled, the Board of Examiners may consider an alternative award.

11.3 Aegrotat Award

(a) Should a student be prevented by illness or other event from attempting/completing a degree, the Board of Examiners, with the recommendation of the Associate Principal and support of the External Examiner, may recommend to the AASSC an Aegrotat degree.

(b) There must be little doubt that the student will be unable, due to illness or other event, to return to complete their studies at a later date.

(c) For the award of an Aegrotat degree, the student must have:

i   Good academic standing;

ii   Assessment results (whilst studying at TEC Partnership) where it is reasonable to conclude that the student would have successfully completed the programme and qualified for the award in question;

iii   Completed 280 credits of the requirements for their Bachelor's degree or Completed 160 credits of the requirements for the Foundation Degree.

(d) In cases where it is determined the student did not meet the above requirements for a degree, an Aegrotat Diploma or Certificate may be awarded, if appropriate. An Aegrotat contained award may be awarded if the student has made significant progress toward the attainment of a degree.

(e) An Aegrotat degree or certificate must be unclassified and, in all other respects, ungraded.

(f) The student's certificate will be printed with the words "An Aegrotat Award". On the transcript, it will be noted that the award is "Aegrotat".

(g) In the event that it is not permitted by a professional body to award an Aegrotat degree or contained award for which the student was enrolled, the Board of Examiners may consider an alternative award.

(h) The student must indicate that they are willing to accept an aegrotat award. Where a student is unwilling to accept an Aegrotat award, they shall be permitted to complete the examinations or assessments in question by an approved subsequent date.

11.4 Conferral at a Graduation Ceremony

(a) In those cases where a relative has agreed to accept the award on behalf of a deceased graduand, the relative receiving the award on their behalf should be encouraged to sit with other graduands participating in the ceremony, but given the option of sitting with relatives and friends if they would prefer.

(b) If the relative receiving the award elects to sit with the graduands, they should also be given the option of wearing a black academic gown (but not a hood and trencher/mortarboard or another applicable head wear).

(c) When the Posthumous Award is presented to the graduation ceremony, the presenting officer will wait for the previous graduand to leave the platform and will then read: "[Graduand's full name] who has completed all aspects of a degree [name of the degree] but has sadly passed away before this conferral ceremony. To receive this award today, I present [name of family member and their relationship to the deceased]".

(Note: the wording of this part may be amended subject to the award, and, if after consultation with the family of the graduand, it is felt that more appropriate wording in relation to the graduand should be included).

(d) As a memorial gift, TEC Partnership will present to the relatives of the deceased graduand a framed certificate of the award made.

11.5 Certification Wording

(a) TEC Partnership's Bachelor's or Foundation degrees will be conferred in a named subject.

(b) A Diploma of Higher Education, where validated as a named award, will be in a named subject. Where it is a fall-back award, it will be unnamed.

(c) A Certificate of Higher Education, where validated as a named award, will be in a named subject. Where it is a fall-back award, it will be unnamed.

(d) For other types of intended awards, these will be conferred in the names these have been validated as. Fall back (contained) awards will be unnamed.

12.0   Academic Appeals and Complaints

(a) An academic appeal is defined as a request for the review of a decision of an academic body charged with decisions on student progression, assessment and awards, such as a Board of Examiners.

(b) As a result of making an appeal in good faith, a student has the right to appeal against a decision of the Module or Programme Board of Examiners without fear of disadvantage or recrimination.

(c) The regulations can (save in exceptional circumstances) only be applied by the student (appellant) themselves, and not by someone acting on their behalf.

(d) At all the stages of the appeals process, the appellant has a right to be accompanied to any meeting called by TEC Partnership as part of the appeals process by a friend, who may not (save in exceptional circumstances) be a lawyer acting in a professional capacity. The friend may not speak on behalf of or otherwise represent the interests of the individual concerned unless invited to do so by TEC Partnership.

(e) Where any of TEC Partnership's degrees or contained awards are conferred at a graduation ceremony, either in person or in absentia, the student shall be deemed to have accepted that qualification and all marks and classifications which constitute it. No appeal shall thereafter be considered.

(f) HE16 Academic Appeals sets out the process by which appeals can be made.

12.1 Legitimate Incidental Expenses

(a) In the event of an appeal being upheld, the appellant may be entitled to the payment of legitimate and reasonable incidental expenses necessarily incurred in relation to the appeal, which may include the cost of travel to the appeal hearing and overnight accommodation, but must not include the cost of producing or copying evidence relevant to the appeal, or the obtaining of any advice or instruction relating to the appeal.

(b) The Chair of AASSC should determine which expenses shall be paid following a successful appeal.

13.0 Temporary Disaster Recovery Measures

13.0 This section is only to be enacted once a Temporary Disaster has been declared by the Executive Management Team (EMT). These measures will allow the Chair of AASSC to ensure functions can continue should it not be possible for normal operation to continue.

13.1 Validation of New Programmes - There are no changes to the stages of programme validation or the requirements to meet threshold standards during this period. However, meetings will, where appropriate, be conducted online or via written feedback. The indicative and regulatory timescales can be negotiated during this period, with the exception of 2.6 (c) - All 'new' Degree programmes, or Degrees undergoing 'major amendments' must be fully approved 90 days before they are due to commence delivery.

13.2 Changes to Current Programmes – In certain circumstances it may become essential to alter current programmes to ensure that students have opportunity for progression and achievement. If a Temporary Disaster Recovery Measure (TDRM) is implemented, the process for this is managed by the Group Academic Registrar and reported to the AASSC and through to EMT.

(a) Changes can be made for individual cohorts up to and including slight alteration of programme learning outcomes, module learning outcomes, assessment lengths, assessment types, placement requirements and the indicative content of modules so that students are able to progress or achieve. These changes are made for one cohort only.

(b) The process for these changes is:

i   Students are informed, via email by HE Quality, that there may be changes to their programmes and told when they will receive notification of the changes to their programmes.

ii   HE Quality create and send a HE05M Programme mitigation form to each programme leader who assesses their programme in the light of the current situation and makes recommendations for temporary changes to their modules, learning outcomes or assessment strategy.

iii   These are approved by Associate Principals.

iv   These are assessed by HEQA, and once agreed entered in a log of changes, with information released to the Programme Leaders, External Examiners and the MIS teams.

v   Programme Leaders inform the module tutors and students of the changes to their programmes by adjusting the published information and informing them by normal messaging processes.

vi HEQA and HEMIS will then update the associated deadlines on the VLE and within the system.

(c) In these circumstances, student transcripts will be constituted of the original assessments contained within their validation document.

13.3 Section 6.5 sets out the processes for mitigation. All deadlines for the submission for mitigation are increased by 14 days during the period of TDRM.

13.4 Where an External Examiner is not available due to sickness so is unable to verify module grades, a decision must be made how to proceed with the grades for a programme. The decision to award on this basis can only be made by the Chair of AASSC, with guidance from the Group Academic Registrar.

Annex 1 – Micro Credentials and short courses

1(a) Under these regulations, it is possible to validate and deliver micro credentials and short courses which are credit bearing. This annex defines the process for validation and approval of such awards, and defines the regulatory difference between degrees and named awards.

1(b) The types of programmes which can be validated under this regulatory annex are as follows:

-Short Courses which provide up to 40 credits at Level 4 or 5 of the FHEQ and 20 credits of level 6 of the FHEQ, known as an Executive Award.
-Short Courses which provide up to 40 credits at Level 6 of the FHEQ, known as a Graduate Certificate.
-Micro courses which provide either 5 or 10 credits of learning at any level of the FHEQ, known as Micro Credentials.

1(c) Where courses are part of an existing validation document as a named award or course, the validation of the course and the management of it should form part of the parent degree or named award.   Where courses are not part of a degree or named award, they should be validated and managed using this Annex.

1(d) For all courses validated under this annex, each credit is equivalent to 10 hours of learning. It is normal that 40-50% of this is dedicated to taught/guided sessions with the remainder for self-directed learning and assessment.

1(e) All courses validated under this method must make clear the delivery method, the learning outcomes and the assessment methods being used. All short courses must be validated using HE05O, which must be published to applicants before enrolment is completed.

2.0 Validation

2.1 All credit bearing courses must not be delivered to students before signoff of the programme by AASSC and ratification by EMT.

2.2 Validation of Executive Awards, Graduate Certificates and Micro Credentials is conducted using stages 1 and Stage 3b from Section 2.1 of the Academic Regulations.

2.3 All courses must detail the following:
i. Validations must articulate the FHEQ Level, the number of credits associated with the validation and the number of weeks it will be delivered.
ii. Entry requirements must be clearly stated. The level of previous qualification should be at least an FHEQ level below for entrants. The subject area of qualifications may differ from the course being pursued where work experience in the relevant field is identified.
iii. The aims of the programme and what the graduates can do after the programme must be clearly stated.
iv. There must be a relevant number of programme learning outcomes for the programme. This might be 1-3 depending on the number of credits being awarded.
v. There should be clear articulation of the modules, their credits and their levels.
vi. The Teaching and Learning Strategy for the programme should be explained including the commitments required by the students in the learning process.
vii. The arrangements for resources needed to pass the programme should be articulated.
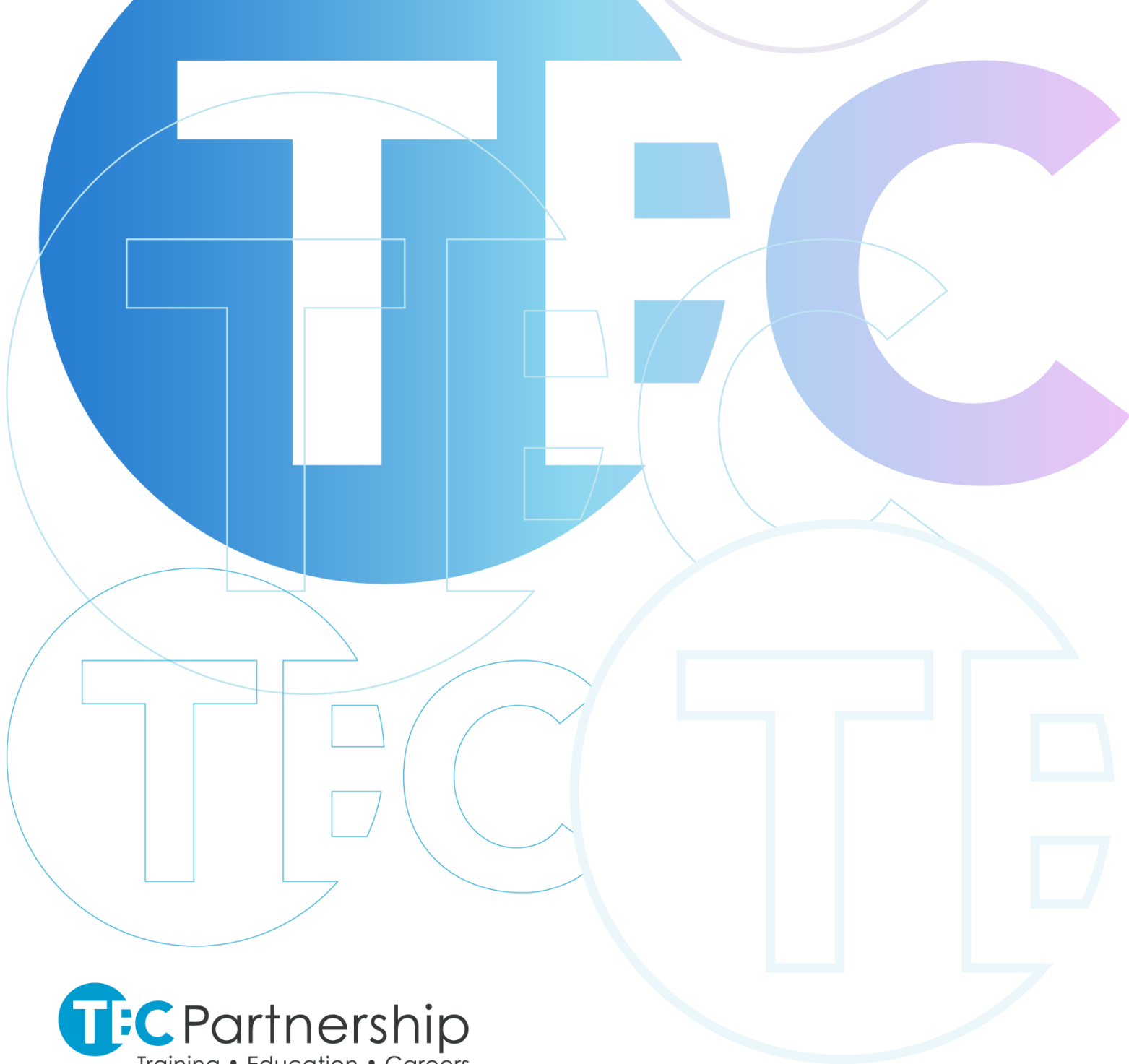viii. Each constituent module should have a clear module specification constructed using the institute template.

3.0 Programme Management

3.1 Each assessment must be internally moderated. Each time a cohort runs, moderation should occur for 10 or 10%, whichever is higher.   The Moderator must be a tutor with Recognised Teacher Status in the subject area, which allows 2nd marking/moderation to occur.

3.2 An external examiner must be engaged for the course.   The external examiner must have access to all assessment work produced for the programme, and will be expected to complete a Short Course External Review form following each cohort and before award is made.

3.3 Results must be ratified at a TEC Partnership exam board in order to claim the associated credits. Claiming credits will normally be completed in March, July and September.

3.4 Short courses or micro credentials are not normally conferred at graduation ceremonies.

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Skegness TEC — Training Education Careers
The Academy Grimsby — YOUR FUTURE, FOCUSED

6
gi International
net — National Employer Training
workforce SKILLS
Little Stars Day Nursery
Doncaster LEARNING CENTRE

distance LEARNING
Skegness Learning Centre
Grimsby Learning Centre
Immingham Learning Centre
Louth Learning Centre
Scarborough TEC — Training Education Careers

MODAL TRAINING
ecosh — EAST COAST OCCUPATIONAL SAFETY & HEALTH
Transafe TRAINING
FRPERC — Food Refrigeration and Process Engineering Research Centre
East Riding College