

Cambridge Regional College HE regulations

Scope of regulations

These regulations apply to the BTEC HNC and HND programmes offered by Cambridge Regional College. Students studying Foundation Degree programmes awarded by Anglia Ruskin University are bound by their Academic Regulations.

Admissions

1.1 Age of entrants

Normally must be at least 18 years old on 31st August of the year entry.

1.2 HNC/HND Entry requirements

Standard Entry:

- Have a full Level 3 qualification, examples of which include:
 - BTEC National Diploma
 - Access to HE diploma
 - 2 full A Levels
- Have GCSE (or L2 equivalent) in English Language L4 or higher
- Have GCSE (or L2 equivalent) in Mathematics L4 or higher

- Will be required to have 2 good educational references, including attendance (relating to previous 2 years)
- Produce a personal statement as part of the application process to demonstrate research into chosen course and progression.
- Will be required to be successful in providing evidence of the following at interview:
 - Must be able to demonstrate vocational aptitude at an appropriate skill level
 - Must evidence high levels of motivation and commitment, as these are vital for successful completion of these courses

Exceptional Entry

Applications are also welcomed from those without a full Level 3 qualification wishing to be considered under exceptional entry criteria:

- Normally must be at least 18 years old on 31st August of the year entry

- Seeking continuing professional development opportunities at a higher level
- Can provide evidence of relevant higher level experience/practice in a commercial environment
- Have GCSE (or L2 equivalent) in English Language L4 or higher
- Have GCSE (or L2 equivalent) in Mathematics L4 or higher
- Able to evidence their ability to fully engage with and benefit from the HNC/D course

1.3 International applicants

International applicants must possess educational qualifications, which are deemed by the college to be equivalent via NARIC to those specified in regulations 1.2 for admission to the appropriate course and level of study.

Applicants for whom English is not their first language

As this course is taught and assessed entirely in English, applicants whose first language is not English are required to demonstrate proficiency in the English language before they are admitted to CRC through possession of one of the following English language qualifications: GCSE English language at Grade C/Level 4 or higher, or IELTS 6.0 (overall band score) or equivalent recognised qualifications

For the purpose of these Academic Regulations, the above qualifications represent benchmark standards of English language proficiency for admission to CRC programmes.

The specific English language entry requirements for certain courses may require a higher level of achievement than that stated in above; the specific entry requirements for each course are published via the prospectus.

International applicants who satisfy CRC's English language entry requirements may be required, when they first register at CRC, to take a diagnostic English language test set by CRC. The test is designed to assist CRC in its provision of on-going learning support to such students.

I.4 Recognition of Prior Learning

'Recognition of Prior Learning' (RPL) is a method of assessment (leading to the award of credit) that considers whether a student can demonstrate the assessment requirements through knowledge, understanding or skills they already possess and so do not need to develop these through a course of learning.

The following terms are also recognised for the purpose of recognition of prior learning

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met in full, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must meet the VACS rule:

- Valid
- Authentic
- Current
- Sufficient

RPL is a valid method of enabling individuals to claim credit for units or qualifications, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria through prior learning or through a formal programme of study

RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.

RPL is a student-centred, voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.

The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of success through RPL will not be distinguished from any other successes.

Assessment methods for RPL must be of equal rigor to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.

RPL is also of value to students transferring across various learning programmes who have relevant learning but do not hold relevant credits or certificates. This may include students transferring from QCF to NQF specifications.

The use and application of RPL is of particular value to students without formal qualifications, who are either in employment, preparing to enter, or returning to employment. It enables them to gain all or part of a qualification without having to undertake a formal learning programme.

RPL can be used where a student has not had their prior learning formally recognised. If a student has certificated learning, then they should apply for exemption, not RPL. Exemption is the facility for a student to claim exemption from some of the achievement requirements of a qualification, using evidence of certificated achievement deemed to be of equivalent value. Checks will need to be made with relevant Awarding Organisations to ensure compliance with their RPL policy and regulations.

RPL focuses on assessment and awarding of credit for prior learning, which may count as evidence towards whole units or full qualifications. Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the student meets the assessment standard established by the learning outcome and its related assessment criteria.

Most often RPL will be used for units or parts of a qualification. It is acceptable to claim for an entire qualification through RPL although this is not the norm. However, it would be unusual for a student to be able to offer prior achievement that completely matches every aspect of a qualification's assessment requirements.

The prior achievement that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions or professional discussion to check understanding, and for competence. Note also that the assessment strategy for each qualification must be adhered to. The RPL process is **not** concerned with allowing for exceptional entry to, or exemption from, a programme of study.

Departments wishing to carry out RPL must ensure that:

- Students are registered as soon as they formally start to gather evidence.
- Records of assessment are maintained, as for any other unit/qualification
- Certification and claims are made according to normal procedures
- All relevant evidence is assessed before assessment decisions are confirmed
- There are designated personnel with the appropriate expertise to support and assure the RPL process.

1.5 Applicants with criminal convictions

- 1.5.1 All applicants will be required to complete an application form and supply appropriate references.
- 1.5.3 All applicants who declare a criminal conviction, warning, reprimand etc. will be required to attend a meeting with the Safeguarding Manager and a relevant curriculum colleague prior to attending a Welcome Event to ascertain level of risk and suitability for their chosen programme.
- 1.5.4 Decisions on offers for a place on a programme at CRC will be determined using a number of factors including, but not limited to: previous academic achievements, predicted exam grades, references, attendance at compulsory elements of the admissions process.

1.6 Disabled applicants and applicants with specific learning difficulties

- 1.6.1 All applicants will be required to complete an application form and supply appropriate references.
- 1.6.2 All applicants who disclose an additional learning need or disability will be asked to provide additional details in order that access arrangements for interview or associated admissions events can be made for applicants if required.
- 1.6.3 Decisions on offers for a place on a programme at CRC will be determined using a number of factors including, but not limited to: previous academic achievements, predicted exam grades, references, attendance at compulsory elements of the admissions process and interviews.

1.7 Appeals



1.7.1 It should be noted that there is no right for individual students to attend a particular course and the college may not allow enrolment for an individual:

- if the applicant does not meet the necessary academic standards
- if the applicant has previously been excluded
- if it is persuaded that it cannot reasonably provide for the applicant within its duty of care to other students and staff
- in other circumstances if considered necessary.

The final decision to refuse an application lies with the Safeguarding Manager.

1.7.2 If an appeal is made by the applicant, or on their behalf, the college will, where necessary, convene a panel of senior staff to consider such applications. This panel shall comprise of the Safeguarding Manager, an Assistant/Vice Principal and other relevant staff. This panel's first consideration will be whether or not such applicants present a genuine risk to the health and safety of other members of the college or be otherwise prejudicial to the work of the college. If the panel is persuaded that an applicant is a risk and decides to reject the application then the applicant will be given written reasons for the refusal to enrol.

2. Student conduct, rights & responsibilities

Behaviour Code

As in any community it is important that college members behave in an appropriate manner, respect the rights of others and co-operate with other students and staff to make the best use of the facilities and opportunities provided. Students who do not observe the behaviour code will be subject to the disciplinary action detailed in the student regulations. If students are unclear about any aspect of the behaviour code please refer them to their Personal Tutor to clarify the expectations.



Our Vision:

To be outstanding in enabling students to excel and for serving employers and communities

Our Values:

Welcoming
Empowering
Aspirational
Resilient
Excellent
Courageous
Respectful
Collaborative

Our Mission:

To transform lives and create prosperity by delivering technical and professional education that meets the needs of students, employers and communities in Cambridgeshire

E-Bullying

Most areas of the college are Wi Fi accessible and a large proportion of new mobile phones have web access and mobile TV. This means that students can access content from the internet and TV wherever they are, and can do so without supervision.

With increases in picture and video messaging, students need to be increasingly careful about the images they share. It is very easy for inappropriate images to be shared around a number of phones, changed and even put online, where it is nearly impossible to remove them from circulation.

Students also need to be aware that they put themselves at risk of mobile bullying, or inappropriate intimate contact if they give out their mobile number to people they don't fully know or trust. This includes posting to social networking sites such as 'Myspace', 'YouTube', 'Facebook', 'Twitter' etc.

Students should not use electronic recording equipment either at home or in college to bully or harass any staff or students, which is likely to cause personal distress or embarrassment, or bring the College into disrepute. This includes online identity fraud e.g. "frapping" where someone has gained access to another person's personal email or social networking page, by using another person's login details, and

then sends cyberbullying messages. Any incidents of “frapping” by students will be seen as serious misconduct.

All incidents of E-Bullying will be taken seriously and investigated by tutors, student liaison officers and college managers. Students who experience E-Bullying should report this to their tutor who will take action to investigate the incident(s). Students should take screen prints of text messages or web pages, and be careful to record the time, date and address of the site as evidence for the investigation. If a student is found guilty of E-Bullying then they will face disciplinary action.

Students should be aware that their behaviour online can affect many areas of their life. Many employers access social networking sites before interviewing job applicants. Universities and colleges can also access social networking sites before offering potential applicants a place. Comments, content and/or images on your site may be taken into account and may therefore affect your future.

Discrimination, harassment and victimisation

The college does not tolerate any form of discrimination, harassment or victimisation. The Equality Act 2010 introduces the Public Sector Equality Duty. This supports the college’s position of taking robust action against those who have knowingly discriminated against another member of the college community. Students who are found to have **deliberately** behaved in such a way as to cause offence in relation to someone’s disability, race, sex/gender, age, religion or beliefs, sexual orientation or gender re-assignment will be disciplined as follows:

- 1st instance – A serious misconduct meeting and a written warning to stay on the student’s file for the duration of the academic year and subsequent years of study.
- 2nd instance – A gross misconduct meeting and exclusion, subject to investigation.

Confiscation and search

All students should be aware of the actions that can follow should there be an incident of bad or dangerous behaviour. Under the Education and Inspections Act 2011, all schools and colleges have new statutory powers which include:

- the legal right to confiscate inappropriate items from students such as mobile phones or music players
- the removal of offensive images of staff, students and other individuals stored on electronic recording devices
- statutory powers to discipline students who behave badly on the way to and from college, for instance when travelling on buses and trains

- the right of all staff to use ‘reasonable force’ to prevent students from committing a crime or causing injury, damage, or disruption

Updates within legislation in the Violent Crime Reduction Act 2006 allow the Principal, or those acting with his or her delegated authority, to search students if they suspect one of them is carrying a dangerous weapon. As well as manual search, they are also entitled to use metal-detector arches and wands to carry out random, non-intrusive searches of students for weapons. These powers came into effect in May 2007.

Disciplinary Process

At Cambridge Regional College, we provide a supportive learning environment, which recognises every student’s rights and responsibilities at all times. The College seeks to treat all those for whom it has responsibility with respect and dignity and to provide a positive learning and working environment free from discrimination, harassment or victimisation.

We have high expectations for the behaviour of our students, staff and managers. These behaviours help everyone to understand the way we do things to ensure that everyone has an outstanding experience at CRC and to ensure that all students are well prepared for employment

Students who do not demonstrate the College values and behaviours will be subject to the disciplinary action detailed in these Regulations. If students are not clear about any aspect of the Student Regulations, behaviours or values they should speak to their personal tutor in order to clarify expectations.

Cambridge Regional College specifically requires students to:

- follow the College’s health and safety guidance
- not eat or drink (other than water) in classrooms or other learning areas
- smoke only in designated, off site, areas
- keep the College a safe, clean and healthy place for all. This includes avoiding littering and using appropriate bins for recycling.
- not sit on corridor floors, or cause them to become blocked
- not bring onto College premises, or use, or offer to other students any controlled drug or alcohol
- not attend College when under the influence of any controlled drug or alcohol
- not record, share or distribute images or videos recorded on any electronic recording device (including smartphones and mobile phones etc.) whilst on any College premises (including

College transport), work experience, industry placement or College trips, which may cause offence to others or bring the College into disrepute

- not bring onto College premises, or use, skateboards, roller skates, rollerblades or other similar recreational equipment
- not bring onto College premises a knife or other items which might be regarded as offensive weapons, or any article made or adapted for causing injury, or intended to cause injury
- follow the arrangements for parking cars, motorcycles and bicycles on College premises
- observe the bus code of conduct when using any College buses

These behaviours should be adhered to whether students are on College premises, on trips, work experience, industry placement, residential etc. These behaviours are supplemented by specific requirements for particular resources or locations in the College e.g. use of internet or other software, use of Learning Resource Centres. Students will be made aware of these requirements for specific areas at the start of their course. These behaviours are also supplemented by specific Government guidelines regarding COVID restrictions / regulations.

Students sign to confirm their agreement with the College behaviours and expectations as part of their enrolment.

Action will be taken where a student is in breach of any of the above rules of conduct. The nature, seriousness and circumstances surrounding the offence or alleged offence influence the decision as to which stage of the disciplinary procedure should be applied, and/or whether suspension of a student is necessary. The College reserves the right to report possible criminal activity to the Police and/or advise victims of their right to do so.

A full guide to the College's Student Regulations can be found on the college website at

[College Policies & Reports - Cambridge Regional College \(camre.ac.uk\)](https://www.camre.ac.uk/College-Policies-&-Reports)

3. Assessment

(3.1) Purpose and principles of assessment

It is the college's aim to ensure all students are regularly assessed to determine their level of achievement against the prescribed standards for their programme. In so doing programme teams must:

- ensure that the assessment methodology is valid, reliable and authentic and does not advantage or disadvantage any group of students
- ensure that the assessment procedure is open, fair and free from bias
- ensure that there are accurate and detailed records of assessment decisions.

In order to do this programme teams will:

- ensure that staff are appropriately trained, and clear about their responsibilities for assessing students' work
- ensure that the student is registered for the correct award within the timeframes laid down by awarding bodies
- ensure that the students are provided with assessments that are fit for purpose and allow them to provide the necessary evidence, taking account of prior learning or achievements where appropriate
- provide assessment schedules and explain them to the student, clearly highlighting the students' responsibility for timely submission
- where assessments are submitted late, or students do not follow the relevant Code of Conduct for assessment, ensure that appropriate sanctions are applied. Students will be informed in advance of the sanctions which will apply in particular assessment situations, and these will be informed by the recommended practice of the particular awarding body.
- ensure that students are assessed against the current, published assessment and grading criteria, using a variety of assessment techniques
- ensure that marked assessments are returned to students, with appropriate feedback, within **20 days** of the assessment submission date
- ensure that assessment decisions are impartial, valid and reliable
- develop assessment procedures that will minimise the opportunities for malpractice
- maintain accurate and detailed records of assessment decisions and keep these records for a period of at least three years, or longer if required for particular qualifications

- maintain a robust and rigorous internal verification procedure as detailed in the internal verification policy
- monitor external body External Examiner reports and undertake actions detailed in such reports
- share good assessment practice between assessors within the curriculum area and beyond (where appropriate;
- provide resources to ensure that assessment can be performed accurately and appropriately.

3.2 Equity and clarity in assessment

3.2.1 Equity and clarity are key principles governing the college's assessment procedures (see Cambridge Regional College's HE Assessment Framework).

3.2.2 Mechanisms to ensure their fulfilment, as well as the accuracy of individual marks, include:

- the systematic use of published assessment criteria and marking standards
- marking schemes

3.2.2 Departments are responsible for ensuring that no individual student or group of students is disadvantaged by the nature of an assessment task or the marking system used.

3.3 Objectivity and independence in assessment

3.3.1 Mechanisms to ensure their achievement include:

- anonymous marking, wherever practicable
- double marking in certain circumstances
- a uniform system of internal and external moderation

3.3.2 Departments are responsible for ensuring that the College's policies on objectivity and independence in assessment are effectively implemented and consistently applied.

3.4 Language of assessment

The language of assessment for all pathways taught at Cambridge Regional College is English unless otherwise approved by the **Principal**. Examples of such exemptions include:

- appropriate assessment methods in modern foreign languages
- appropriate stages of dual awards
- Students transferring certificated prior learning in certain circumstances.

3.5 Grading

HNC/D Each successfully completed unit will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Merit and distinction grades are awarded for higher level achievement. For the BTEC RQF qualifications, Merit and Distinction tasks are separate but the assignment is marked and grading holistically.

Summary of grades

In order to achieve a **pass** in a unit

- all learning outcomes and associated assessment criteria have been met

In order to achieve a **merit** in a unit

- pass requirements achieved
- all merit criteria achieved

In order to achieve a **distinction** in a unit

- pass and merit requirements achieved
- all distinction criteria achieved

3.6 Submission of work for assessment

The submission of work for assessment is the responsibility of the student alone.

3.6.1 Students must ensure that:

- all written assignments (including reports associated with practice or workplace assessments) are to be submitted online via MS Teams system, on or before the due date; the assignment cover sheet should be attached.
- the assignment cover sheet is signed and dated by the student to declare that all work submitted for assessment is solely their own.
- they retain all marked written assignments, together with cover sheets and tutor comments, until the unit has been considered by the Cambridge Regional College Assessment Board and the period of appeal has expired (see Section 6 of these Academic Regulations)
- they resubmit marked work via MS Teams, if required by Cambridge Regional College for moderation by an External Examiner or for any other reason considered valid by the College.

3.6.2 Students are also required to ensure that all non-written work for assessment (e.g. an artifact, a musical performance, Art portfolio, preparation of electronic data) is presented in the required format, by the published deadline and at the prescribed location.

3.6.3 Students should ensure that, where practicable, they retain a copy of the non-written work submitted.

3.6.9 Students should also ensure that such work is retained with tutor comments for moderation by an External Examiner or for any other reason considered valid by the College.

3.6.10 Late assignments will be capped at a pass unless an extension to the deadline has been formally requested and approved for an individual student in advance of the deadline (see the Regulations governing short extensions and mitigation for details).

3.7 Extensions

3.7.1 Short Term Extensions

3.7.1.1 A student may request an extension of up to 5 days from their course tutor before the submission deadline when significant and unavoidable circumstances outside the student's control have arisen which prevent submission or are likely to result in significant underperformance if the original deadline is enforced.

3.7.1.2 The following are acceptable reasons for such a request:

- short-term illness
- a short-term illness of any person for whom the student has a responsibility for care
- authorised absence from the College during teaching weeks
- an enforced change in employment circumstances for which only short term notice was given
- other reasons considered acceptable by the Student Advisor

3.7.1.3 The following are **not** acceptable reasons for such a request:

- academic workload
- misreading the instructions on submission deadlines in the Unit Guide
- computer, disc, printer or any other technical failure for which the student is responsible (students must ensure that they keep a back-up copy of their work)
- unauthorised absence from College (e.g. holiday taken during teaching weeks).

3.7.1.6 If approved, the course leader will record on ProMonitor that an extension was given via mark book and ensure this is recorded at the Assessment Board

3.7.2 Extensions beyond 5 days

3.7.2.1 Long term extensions of more than 5 days may be requested by making a request for mitigation. See 3.11.1 for full details

*Form for extension or mitigation can be found in the appendix

3.8 Word limits

Course teams are advised to set indicative word limits on their assignment briefs. This is to give students an indication of level of work associated with that assessment activity. It is also a recognition that students may progress on to a degree programme and find a more rigorous word limit regime in place.

Note that when considering word limits, it is usual to exclude the following items from any considerations:

- Abstracts
- Tables
- Figures
- Diagrams
- Footnotes/endnotes used for reference purposes and kept within reasonable limits
- List of references and/or bibliography
- Appendices

3.9 Marking of drafts

Students will be given one formal opportunity of formative feedback per assessment

3.10 Submission of late work and referrals

Resubmissions (RQF)

A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

Procedure for resubmissions (RQF)

If the HE Course Leader or Assessment Board does authorise a resubmission, the following conditions apply:

- The resubmission must be recorded in the relevant assessment documentation
- The student must be given a clear and realistic deadline for resubmission that is consistent across all students granted a resubmission. We recommend that students be required to resubmit work within 15 working days of the student being notified that a resubmission has been authorised
- The resubmission must be undertaken by the student with no further guidance
- The original evidence submitted for the assessment can remain valid and be extended, or may need to be replaced partially or in full
- Tutors will make arrangements for resubmitting the assessment in such a way that does not adversely affect other assessments and does not give the student an unfair advantage over others.

3.11 Mitigation

Mitigation:

3.11.1 Mitigation is the process by which Cambridge Regional College makes allowance for any matter or circumstance which may have seriously affected a student's completion of or performance in an assessment element(s) (including an element submitted for re-assessment).

Eligibility

3.11.2 Mitigating circumstances must have had a seriously adverse effect on the student's performance **and** have been unanticipated and beyond the student's control.

3.11.3 The following reasons are considered as acceptable grounds for mitigation:

- a serious personal illness which is not a permanent condition
- the death, or serious illness, of a close family member, a friend or person for whom the student has a responsibility of care
- sudden or unforeseen circumstances beyond the reasonable control of the student.

3.11.4 The following reasons are **not** considered acceptable as grounds for mitigation:

- family, work, financial or other general problems which lie outside of the circumstances identified in Regulation
- poor awareness of Cambridge Regional College's Academic Regulations
- being unaware of, or misunderstanding, a submission deadline or the date of an examination
- computer, disc, printer or any other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work).

3.11.5 A disability which emerges during a student's studies may be considered under the mitigation process at the first assessment point after it emerges. Following diagnosis and assessment of the effects of the condition Cambridge Regional College makes allowance and in doing so enables the student to be assessed on the same basis as other students.

3.11.6 Mitigation is considered only in sudden or unexpected circumstances. Students are strongly encouraged to disclose recurrent problems affecting their performance in assessment so that Cambridge Regional College can provide appropriate help and/or make allowance with regard to the assessment process. Such recurrent problems, if disclosed by a student, are considered on a strictly confidential basis.

3.11.7 Applications for mitigation must be submitted by the student or by a Course Leader on behalf of the student in exceptional circumstances (e.g. when a student has been incapacitated), **no later than five working days** after the submission date of assessed work or the date (on which an examination has been sat). If the documentary evidence in support of a claim cannot be provided by the submission deadline, but the claim is submitted without the documentary evidence within the deadline, the evidence must be submitted within a further 10 working days in such circumstances. In exceptional cases a student may request when submitting a claim for mitigation that the detail of the claim is not disclosed to the Cambridge Regional College Mitigation Panel which considers the claim (see Regulation 3.14 for details of the process for considering claims). In such cases only the Chair of the Cambridge Regional College Mitigation Panel has access to the detail of the claim and submits a recommendation to the Panel for consideration. In the case of public examinations the awarding organisation rules apply.

3.11.8 In all cases an application, once formally submitted, **cannot** be withdrawn.

*Form located in the appendix

Consideration

3.11.9 Applications for mitigation are considered against two criteria:

- the basis of the application is an acceptable ground for mitigation **and**
- the application is supported by documentary evidence (a contact telephone number in the case of close family bereavement) which must accompany the claim wherever practicable.

3.11.10 Applications for mitigation are considered only if both the above criteria are satisfied.

3.11.11 Applications for mitigation are submitted to the Director or Deputy Director of Full Time Curriculum for an initial check whether both criteria have been satisfied before the claim is formally considered.

3.11.12 Applications for mitigation are considered by the Cambridge Regional College Mitigation Panel without knowledge (whether by staff or students) of any mark attained by students and, within the context of the Cambridge Regional College Mitigation Panel, in confidence.

The constitution and terms of reference of the Cambridge Regional College Mitigation Panel set out in Section 3.11.14 and 3.12 of these Academic Regulations.

Consequences

3.11.14 The outcome of a successful mitigation claim is that:

- any mark achieved for the relevant element(s) is annulled
- the student is required to take either the assessment or the re-assessment in the mitigated element(s) at a time determined by Cambridge Regional College. In certain circumstances the student may be required to retake the piece of work as a first attempt in order to be assessed in the mitigated element [NB To ensure that the formal decision on a student's performance for the first and final attempts at a piece of work is made using the appropriate grades for each assessment element and at the appropriate point, the various assessment elements for an individual piece of work must remain synchronised. For this reason assessment in a mitigated



assessment element must be completed by the student, and considered by the Mitigation Panel, before any re-assessment in another non-mitigated element(s) of the piece of work can be undertaken]

- the result will not be capped unless it is a further attempt at re-assessment following a previous failure.

A student may **not** submit an academic appeal on any ground which has already been considered and rejected by the Cambridge Regional College mitigation Panel unless additional evidence in support of the original mitigation claim is provided for the purpose of the appeal **and** there is a valid reason (supported by evidence) why the additional evidence was not submitted with the original mitigation claim.

For a request to work off site mitigation

- a return date is clearly established and agreed with the student
- the student will be allocated a named member of staff to support them with their studies whilst off site
- the member of staff will log all contact in respect of, but not limited to, telephone calls, emails, time, physical resources, Skype / Facetime
- the member of staff will ensure that the student keeps pace with their learning to ensure they can effectively return and minimise the impact of the absence to meet all urgent deadlines
- a minimum of one phone call, or Skype / Facetime tutorials will be held with the student each week by the member of staff
- a minimum visit by the member of staff to the student of at least once per fortnight

3.12 The Cambridge Regional College Mitigation Panel

3.12.1 The Cambridge Regional College Mitigation Panel is a subcommittee of the Cambridge Regional College Curriculum Management Committee with delegated responsibility to consider all claims for mitigation.

3.12.2 The Cambridge Regional College Mitigation Panel's term of reference is to consider all applications for mitigation and to determine the outcome in all cases in accordance with the Regulations governing mitigation

3.12.3 The constitution for the Cambridge Regional College Mitigation Panel consists of 3 members drawn from:

- Head of Quality Improvement

- Director of Curriculum
- Head of Access & HE
- Course Leader

Applications to consider mitigating circumstances should be sent to Director of Curriculum, who will convene the Mitigation Panel. The Chair will be either the Director of Curriculum or the Head of Quality Improvement

3.12.4 The quorum for the meeting is three members who must include at least one of the following: the Director of Curriculum, the Head of Quality Improvement, the Director of Student Services (or nominee), and the Student Advisor.

3.12.5 Quality provides an Executive Secretary to the Cambridge Regional College Mitigation Panel

3.12.6 The Cambridge Regional College Panel meets before Faculty HE Assessment Boards

4. HE Assessment Boards

4.1 These regulations cover Edexcel requirements for attending and reporting on HE Assessment Boards.

4.2 It is intended that each programme will hold its own HE Assessment Board

4.3 The terms of reference for the HE Assessment Boards are to make recommendations on:

- The grades achieved by students on the individual modules or units
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students onto the next stage of the programme
- The awards to be made to students
- Referrals and deferrals

4.4 The constitution for the Cambridge Regional College HE Assessment Board is:

- Head of Quality Improvement
- Director
- Head of Access & HE
- Course Team Leader

4.5 The quorum for the meeting is four members who must include the Head of Quality Improvement, Director and the relevant Course Team Leader

4.6 Quality will provide an administrative support to the Cambridge Regional College HE Assessment Boards.

4.7 The relevant External Examiners will always be invited to attend the meeting. If he/she is not able to attend then copies of the minutes will be forwarded to them.

4.8 There is at least 1 board per academic year - Assessment Board at the end of the academic year . Intermediate boards / Course reviews also occur throughout the year to note interim academic progress.

4.9 A standard agenda for all HE Assessment Boards will be used.

4.10 All course teams should hold a pre-meeting where it has discussed results prior to the HE Assessment Board meeting. These discussions must remain strictly confidential.

5. Student progression

- To progress from the HNC to the HND students will need to successfully complete the HNC.

6. Academic appeals

Academic Appeals

Academic appeals against marks or grades are permitted only where the student believes one of the following three circumstances have occurred:

- a) where there is evidence that the assessment was not conducted in accordance with the regulations of the college or with awarding body rules
- b) where there is evidence that the assessment criteria relating to the specific assessment in question were incorrectly applied in arriving at the grade or mark awarded (only where an assessment has not been second marked or internally verified)
- c) where the student believes that his/her performance was affected by circumstances beyond his/her control e.g. illness

Should any of the above circumstances arise, appeals must be submitted in writing (or by suitable alternative means) by the student within 10 days of receipt of marked work.

Students may not appeal on the grounds of academic judgement (that is, disagreement with the academic decision of assessors or examiners).

To protect the interests of the students and the integrity of the qualification, the college will:

1. Inform students about academic appeals process at induction;
2. Discuss informally with students the grounds for their appeal, in an attempt to reach agreement between the student and the assessor at the earliest opportunity (stage 1 – informal)
3. Convene an academic appeals panel to hear the appeal at a mutually convenient time, if informal resolution is not achieved, within 10 working days of receipt of the appeal, which must be submitted in writing (or by alternative media), with appropriate evidence (stage 2 – formal internal);
4. In the event of continued non-resolution, follow the relevant awarding body's guidance on academic appeals which cannot be locally resolved (stage 3 – formal external);
5. Take appropriate action to protect the interests of other students and the integrity of the qualification if the outcome of any appeal warrants such action;
6. Retain records of appeals in line with relevant awarding body guidance;
7. Monitor the content of appeals to inform quality improvement.

Appeals against Internal Assessment of Work

Cambridge Regional College is committed to ensuring that whenever that whenever staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The college is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student feels that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the college for moderation by the awarding body.

This procedure is available from the exams office.

1. Appeals should be made as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series
2. Appeals should be made formally (usually in writing) to the Exams Officer who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCA.

3. The candidate will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
4. The outcomes of the appeal will be made known to the Director of Curriculum and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request/ should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work. That is outside the control of Cambridge Regional College and is not covered by this procedure. If students have a concern about it, they should ask the Exams Officer for a copy of the appeals procedure of the relevant awarding body.

7. Assessment offences

Submission of Work and Academic Misconduct

1. Students must make every effort to complete all the academic requirements of their course. This includes prompt submission of course work, including essays, assignments and projects, and participation in any other activities such as field trips, visits and other educational activities essential to the completion of the course.
2. Students who fall behind with their course work may, in the first instance, be referred to the On-programme Study Support Team for an assessment of additional support required. Should additional learning support not be required or not taken-up and concerns relating to work progress continue then disciplinary action may be initiated.
3. All course work submitted for assessment must be the student's own. Any assistance from sources other than those permitted by the lecturer setting the work should be acknowledged on the piece of work concerned. This includes taking someone else's work, images or ideas and passing it off as the student's own. This is called plagiarism and is dishonest and therefore unacceptable and not allowed by the college. Plagiarism also includes using electronic information, either the internet or information stored on hard drives or portable media such as a USB Memory Device, which belong to someone else.
4. Knowingly allowing another student to copy work is regarded as an act of collusion to gain unfair academic advantage, and is regarded as unacceptable behaviour by the college, as is any other attempt to obtain unfair academic advantage such as the fabrication of experimental or research results.
5. Plagiarism, collusion or cheating are all forms of academic misconduct and as such will be subject to disciplinary action under these regulations.

6. Students are reminded that external validating and examining bodies have their own stringent rules, with which there must be total compliance.
7. The production of coursework and assignments using computer hardware and software is now standard and acceptable practice. However, students should be aware that when using IT facilities at the college they are individually responsible for following the college's policy on 'Internet, Networking & Software Compliance'.
8. All Coursework should be uploaded via MS Teams and this will automatically generate a report via the online Plagiarism checker, *Ouriginal*

Note: detailed guidance on plagiarism can be found on the programme VLE page.

Appendix I: HE Assessment Board Agenda (current for 2020/21 to reflect COVID mitigation at that time)

HE Assessment Board	HNC/D:
Date Time: Venue: Documents required	Course Leader responsible: BTEC grade tracker; completed Course Review and updated QIP; Assessment Board agenda
Attendees	Chair: Quality Lead Head of Department or nominee: Director: Course Leader: Course team members:
Welcome and introductions	
Declarations of interest	
Minutes of the previous HE Assessment Board and implementation of actions	
Have any assignments been adapted in order to be completed this year	



Are there any resubmissions and what were the dates of resubmission?	
Exceptional or extenuating circumstances	
Grading decisions capped at a Pass and reasons for it	
Referrals/deferrals	
Grades achieved by students on individual modules or units	ProMonitor Mark book tracking to be submitted as evidence of this Summary of Grade profiles for each course
Confirmation of progression & achievement	
Any other business	
Date of next HE Assessment Board	

Appendix 2:

Cambridge Regional College Higher Education Extension Request Form

Learner to complete			
Learner name		ID number	
Qualification			
Unit & Assignment number/title			
Name of subject lecturer		Date of request	
Reason for extension request <i>You are required to provide evidence such as a medical certificate</i>			
<p>This form should be completed by the learner and tutor, before being sent to the student liaison officer (chelme@camre.ac.uk) <u>before the deadline</u> if an extension is to be requested. A copy of this form should be saved on the course files and the extension request should be tracked.</p>			
Learner signature		Date	

Subject Lecturer to complete			
Original assignment due date		Agreed extension submission date	
Course Leader		Date	
Head of Department		Date	

Form must be completed by learner and tutor before being sent to Rob Metcalfe / Christine Helme.