



University College  
of Osteopathy

# Academic Quality Framework 2018-2019

## Section 7: Academic Regulations

## Academic Quality Framework

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**This Section of the Academic Quality Framework should be of interest to all members of the UCO.**

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#### Equality Impact

Positive equality impact (i.e. the policy/procedure/guideline significantly reduces inequalities)	
Neutral equality impact (i.e. no significant effect)	X
Negative equality impact (i.e. increasing inequalities)	

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**Academic Quality Framework**  
**Section 7: Academic Regulations**

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## PART A: AWARDS & COURSES

**This section of the Academic Quality Framework summarises the UCO's regulations regarding awards and courses and provides information on the approved awards delivered by the UCO, award certificates and transcripts, honorary degrees, credits awarded and language of instruction. It should be of interest to all undergraduate and postgraduate taught students and to all staff.**

### 7.1 INTRODUCTION

- 7.1.1 The UCO has been recognised as an institution approved to deliver its own academic taught awards. The UCO must therefore ensure that the Degrees, Diplomas, Certificates and other academic awards and distinctions delivered and conferred by it are comparable in standard with awards granted and conferred throughout the university sector in the United Kingdom; all courses approved by the UCO must be of such an academic standard as to fulfil these requirements. Accordingly, the UCO pays due regard to the QAA's Quality Code for Higher Education<sup>1</sup> in the management of the academic quality and the standards of its courses.
- 7.1.2 For each Academic Award it establishes, the UCO states a benchmarked definition with reference to The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)<sup>2</sup> published by the Quality Assurance Agency (QAA), and detailed guidance from SEEC, "*a highly respected authority in the existing and developing field of Credit Accumulation and Transfer (CATS) at higher education levels*"<sup>3</sup>, to ensure that all of the courses that lead to an award of the UCO are mapped against nationally recognised academic benchmarks.
- 7.1.3 The UCO offers programmes of study leading to credits and award qualifications at the following higher education levels:
- Level 3: Access to Higher Education Diplomas
  - Level 4: Certificates of Higher Education
  - Level 5: Diplomas of Higher Education
  - Level 6: Bachelor's Degrees / Bachelor's Degrees with Honours
  - Level 7: Postgraduate Certificates / Integrated Master's Degrees / Taught Master's Degrees
- 7.1.4 The UCO offers programmes of study which are validated by the University of Bedfordshire leading to credits and award qualifications at the following higher education levels:
- Level 8: Doctoral Degrees
- 7.1.5 Detailed description of the QAA expectations at Levels 4 to 8 is provided within the FHEQ<sup>4</sup> and corresponding level descriptors are provided in the SEEC Credit Level Descriptors for Higher Education published by SEEC<sup>5</sup>.
- 7.1.6 The UCO uses a credit scheme for taught undergraduate and postgraduate courses and qualifications leading to an award of the UCO, and uses credits in a system of recognition of prior learning to support student mobility and progression. The number of credits awarded for each qualification is in line with those typical of credit value arrangements in England published by the QAA<sup>6</sup> ([Section 7.9: Credits Awarded & Progression of Courses of Study](#)).
- 7.1.7 Regulations regarding entry with advanced standing, recognition of prior learning and limitations about the re-use of credit are described in [Section 7.21: Recognition of Prior](#)



[Learning](#), and further information may be found in the UCO's Recognition of Prior Learning (RPL) Policy<sup>7</sup>.

## 7.2 APPROVED AWARDS DELIVERED BY THE UCO

- 7.2.1 The UCO delivers its own approved awards, a Professional Doctorate in Osteopathy awarded by the University of Bedfordshire, and an Access to Higher Education Diploma (Osteopathic Sciences and Health Care) awarded by LASER Learning Awards. In each case the standard of the award is that expected of a student who, having met the relevant admissions requirements, has successfully completed the programme of study to a defined threshold of knowledge and competence for a defined range of credits.
- 7.2.2 The UCO's own approved awards are defined with a formal award description and an abbreviated form, e.g.:
- |                           |                                  |
|---------------------------|----------------------------------|
| Formal Award Description: | Integrated Masters in Osteopathy |
| Abbreviated Form:         | M.Ost                            |
- 7.2.3 Approved awards at the UCO give recognition to different standards of student achievement by the award of commendation, distinction or classification ([see Section 7.64: Awards with Commendation, Distinction or Classification](#)).
- 7.2.4 Those achieving undergraduate or postgraduate awards may use the abbreviated form of the award after their name (e.g. Ms. Anne Other, M.Ost.).
- 7.2.5 Courses of study may be approved leading to any of the UCO's approved awards, and courses may be designated with more than one award outcome as an intermediate award within an approved course.
- 7.2.6 Approved awards such as Certificate of Higher Education, Diploma of Higher Education, Postgraduate Certificate and Postgraduate Diploma may be considered as intermediate or exit awards.
- 7.2.7 Approved awards may be discontinued for the purpose of future courses but will be retained on the UCO's records where students have been conferred with such awards.
- 7.2.8 A summary of the UCO's course portfolio and courses validated by external bodies can be found in AQF Section 2.9: Course Portfolio & Teaching & Learning Practices.

## 7.3 APPROVAL OF ACADEMIC AWARDS AND QUALIFICATIONS

- 7.3.1 The UCO's Academic Council holds the authority to approve and establish new academic awards and qualifications for the UCO.
- 7.3.2 In considering proposals for new academic awards and qualifications, the Academic Council consults widely and reviews the internal and external context, including the FHEQ, noting especially the following:
- The potential position of the new award within the FHEQ.
  - The characteristics and level that would both distinguish the new award from existing UCO awards and relate it to them and to the qualifications of other higher education or awarding bodies.
  - The potential for new courses and programmes of study under such a new award.
  - The relationship to existing awards and suitability of existing awards for new courses and programme(s) of study.

- e) The potential for programme(s) of study capable of leading to this award and likely scale of demand.
- f) The new award's potential for recognition by the academic community, other institutions and professions, applicants, students and employers.

7.3.3 The procedure for submitting a proposal for new awards is similar to that required for a new course leading to an existing award (see AQF Section 4: Course and Unit Approval and Modifications).

## 7.4 AWARD CERTIFICATES

7.4.1 The UCO produces one award certificate for each student achieving an approved award of the UCO.

7.4.2 The award certificate will normally include the following information:

- The student's full name.
- The title of the award (including whether a student gained the award with Distinction as appropriate).
- The name of the UCO as the awarding institution.
- The year of graduation.

7.4.3 All award certificates should be signed by the Vice-Chancellor of the UCO.

7.4.4 For awards validated by LASER Learning Awards, the UCO complies with LASER's regulations regarding award documentation and certification<sup>8</sup>.

7.4.5 Students successfully completing the Introduction to Osteopathic Sciences or other pre-entry courses do not normally receive a certificate due to these courses being unaccredited and typically serving as a condition of entry onto either of the UCO's M.Ost courses.

7.4.6 Graduates of the UCO requiring replacement or duplicate degree certificates should contact the Academic Registry ([registry@uco.ac.uk](mailto:registry@uco.ac.uk)). This may incur an administrative fee.

7.4.7 Where an award is issued by the University of Bedfordshire, the UCO will comply with the University of Bedfordshire's regulations regarding the provision of certificates<sup>9</sup>.

## 7.5 ACADEMIC TRANSCRIPTS & HIGHER EDUCATION ACHIEVEMENT RECORD

7.5.1 The UCO provides an academic transcript to each student at the end of each academic year, which states the grade of each assessment, overall unit grade, and the number and level of credits awarded for each unit and in total for that academic year.

7.5.2 Existing and past students and graduates of the UCO may request an academic transcript directly from the UCO by contacting the Academic Registry ([registry@uco.ac.uk](mailto:registry@uco.ac.uk)). This may incur an administrative fee.

7.5.3 Academic transcripts requested should be printed using the UCO's approved logo and stamped with the official UCO stamp.

7.5.4 Academic transcripts will normally contain the following information:

- The title of the award (including mode of study).
- The name of the validating body of the award.
- The full name of the student/graduate.
- The student's/graduate's candidate number.



- The student's/graduate's intake year.
- The grade achieved for each assessment.
- The overall unit grade as appropriate.
- The number and level of credits awarded for each unit as applicable.
- The total number and level of credits achieved for each academic year as applicable.
- The year of graduation as applicable.

7.5.5 Where requests from students with awards approved by the University of Bedfordshire are received, the UCO will comply with the University of Bedfordshire's regulations regarding the provision of academic transcripts and the Higher Education Achievement Record (HEAR) in line with the University of Bedfordshire's Academic Regulations<sup>10</sup>.

## 7.6 HONORARY DEGREES

7.6.1 Honorary degrees are awarded by the UCO to selected persons of distinction in line with the Honorary Degrees, Academic Awards & UCO Titles or Honorary Awards Criteria & Award Structure<sup>11</sup>.

7.6.2 Honorary degrees may be awarded to individuals who have made a significant contribution to the work of the UCO, or who have earned distinction at a regional, national or international level, or in a particular field, especially the development or application of an appropriate subject discipline or work aligned to the UCO's mission.

7.6.3 Those receiving an Honorary Doctorate degree are normally expected to have made a contribution to nationally significant developments in osteopathy.

7.6.4 Honorary degrees are not normally awarded to current governors, current staff or registered students of the UCO.

7.6.5 The Academic Council is responsible for determining the procedures for the recommendation of honorary degrees.

7.6.6 The Honorary Degrees, Academic Awards and Titles Committee will consider nominations in line with its Terms of Reference<sup>12</sup> and will recommend nominations to the Academic Council. The Academic Council will then formally approve the conferment of the honorary degree(s).

7.6.7 Nominations for honorary degrees conferred by the UCO must include the title of the proposed honorary award, a brief biography of the nominated individual and a statement justifying the nomination in line with the stated criteria and award structure.

7.6.8 Circumstances may arise when the basis on which an honorary degree was awarded is called into question. Any decision to rescind an honorary award must be made after due investigation and consideration of the outcome by the Honorary Degrees, Academic Awards and Titles Committee – this is a matter which cannot be delegated via Chair's Action.

## 7.7 HONORARY AWARDS OR TITLES

7.7.1 Other UCO titles and recognition are given on behalf of the UCO on the authority of the Board of Directors with the approval of the Academic Council.

### A) HONORARY UCO FELLOWSHIP

7.7.2 The UCO may confer Honorary UCO Fellowships on individuals who have made a particular contribution to the work or development of the UCO. Nominations will be considered by the Honorary Degrees, Academic Awards and Titles Committee, and decisions on whether to

confer an honorary fellowship will be recommended to the Academic Council by this Committee.

7.7.3 Honorary UCO Fellowships are not conferred on current governors, current staff or registered students of the University.

## B) ACADEMIC TITLES – PROFESSOR, ASSOCIATE PROFESSOR, FELLOW

7.7.4 Through its Academic Council, the UCO may, on advice from the Honorary Degrees, Academic Awards and Titles Committee, confer the title of “Professor”, “Associate Professor” or “Teaching/Research Fellow/Senior Research Fellow” on those staff who meet the Honorary Degrees, Academic Awards & UCO Titles or Honorary Awards Criteria confirmed by the Academic Council.

7.7.5 The Academic Council may also confer the title of “Visiting Professor”, “Visiting Associate Professor” or “Visiting Research Fellow/Visiting Senior Research Fellow” to individuals who meet the Honorary Degrees, Academic Awards & UCO Titles or Honorary Awards Criteria confirmed by the Academic Council.

## 7.8 COURSES OF STUDY LEADING TO AWARDS OF THE UCO

7.8.1 Courses of study leading to awards of the UCO are developed through UCO academic structures, considered in light of external academic and professional advice, and approved under delegated authority of the Academic Council through its committees.

7.8.2 The current portfolio of courses approved by the UCO can be found in AQF Section 2: Teaching & Learning at the UCO.

7.8.3 Arrangements for the approval of new courses that lead to an award of the UCO are defined in AQF Section 4: Course and Unit Approval and Modification.

7.8.4 Definitive information about courses is published in information forms; unit information specifications are defined in Unit Information Forms (UIFs)<sup>13</sup> and course information specifications in Course Information Forms (CIFs)<sup>14</sup>. They, or extracts from them, serve as the basis for the information about courses provided for students in Course and Unit Handbooks.

7.8.5 The named award to which a course leads reflects the level, nature and subject focus of the course, is determined at course approval, and is included on the award certificate.

7.8.6 Official award certificates are produced by the awarding institution.

## 7.9 CREDITS AWARDED & PROGRESSION OF COURSES OF STUDY

7.9.1 The normal number of credits awarded for academic awards are shown in Table 7.1 below and are in line with the FHEQ published by the QAA<sup>15</sup>.

TABLE 7.1: THE NORMAL NUMBER OF CREDITS AWARDED FOR ACADEMIC AWARDS

Award	FHEQ Level	Total Number of Credits Required	Minimum Number of Credits at Highest FHEQ Level
Certificate of Higher Education	4	120	90 at FHEQ Level 4
Diploma of Higher Education	5	240	90 at FHEQ Level 5

Bachelor's Degree	6	300	60 at FHEQ Level 6
Bachelor's Degrees with Honours	6	360	90 at FHEQ Level 6 / 7
Postgraduate Certificates	7	60	40 at FHEQ Level 7
Postgraduate Diplomas	7	120	90 at FHEQ Level 7
Integrated Master's Degrees	7	480	120 at FHEQ Level 7
Taught Master's Degrees	7	180	150 at FHEQ Level 7
Professional Doctorate	8	540	-

#### A) CREDITS AWARDED & PROGRESSION SPECIFIC TO UNDERGRADUATE COURSES

- 7.9.2 The number of credits awarded per year of study of undergraduate full-time courses is normally 120.
- 7.9.3 The period of study of undergraduate degree courses is typically the equivalent of at least three full-time academic years.
- 7.9.4 Students are expected to complete an undergraduate course within the normal period of time as approved at validation, i.e. typically three years for full-time courses and four years for part-time courses.
- 7.9.5 The maximum time for a student to complete an undergraduate course is the normal period of time as approved at validation plus 2 years.

#### B) CREDITS AWARDED & PROGRESSION SPECIFIC TO INTEGRATED MASTER'S DEGREES

- 7.9.6 Integrated Master's degrees normally comprise of 480 credits of which 120 must be at FHEQ Level 7.
- 7.9.7 The period of study of Integrated Master's degrees is typically the equivalent of at least four full-time academic years.
- 7.9.8 Students are expected to complete an Integrated Master's course within the normal period of time as approved at validation, i.e. four years.
- 7.9.9 The maximum time for a student to complete an Integrated Master's course is the normal period of time as approved at validation plus 2 years.

#### C) CREDITS AWARDED & PROGRESSION SPECIFIC TO TAUGHT POSTGRADUATE CERTIFICATES

- 7.9.10 The number of credits awarded per year of study of Postgraduate Certificate courses is normally 60.
- 7.9.11 The period of study of Postgraduate Certificate courses is typically the equivalent of at least one-third of a full-time academic year.

7.9.12 Students are expected to complete Postgraduate Certificate course within the normal period of time as approved at validation, i.e. one year.

7.9.13 The maximum time for a student to complete an Postgraduate Certificate course is the normal period of time as approved at validation plus 2 years.

#### D) CREDITS AWARDED & PROGRESSION SPECIFIC TO TAUGHT MASTER'S DEGREES

7.9.14 The number of credits awarded per year of study of postgraduate full-time Master's courses is normally 180.

7.9.15 The period of study of Taught Master's degrees is typically the equivalent of one year of a full-time academic year.

7.9.16 A Master's course comprises 180 credits at FHEQ Level 7 which normally include a dissertation or equivalent assignment of independent work of value up to 60 credits at FHEQ Level 7 (normally of 20,000 words). Where the dissertation or equivalent unit is less than 60 credits, the remaining units comprising the dissertation stage shall be agreed at course approval and published in the Course Information Form or Course Handbook.

7.9.17 Students are expected to complete a Master's course within the normal period of time as approved at validation, i.e. one year.

7.9.18 The maximum time for a student to complete a Master's course is the normal period of time as approved at validation plus 2 years.

#### E) CREDITS AWARDED & PROGRESSION SPECIFIC TO PSRB REQUIREMENTS

7.9.19 At course approval, and as a requirement of Professional, Statutory and Regulatory Bodies (PSRBs), the Academic Council of the UCO may agree that it is a prerequisite for progression that:

- a) Students pass certain specified units.
- b) Students pass a certain number of credits at a particular stage.
- c) Failure in certain units cannot be compensated.

7.9.20 At course approval, the Academic Council may agree a specific attendance policy that applies to a particular course, or one which specifies regular attendance for prescribed parts of the curriculum. Such information is recorded in the Course or Unit Information Forms.

### 7.10 LANGUAGE OF INSTRUCTION

7.10.1 English is the language of instruction and assessment on all courses of study.

7.10.2 Exceptions to this regulation may only be approved through the course approval processes detailed in AQF Section 4: Course and Unit Approval and Modification.

7.10.3 Support is provided to students with English as a second language (see AQF Section 10: Student Guidance & Learner Support).

### 7.11 LEARNING & TEACHING METHODS

7.11.1 The following table provides details about the indicative learning and teaching methods used at the UCO based on those published by the QAA<sup>16</sup>:

Learning & Teaching Method	Definition	Description
----------------------------	------------	-------------

Lecture	A presentation or talk on a particular topic.	The term 'lecture' covers everything from the traditional model, where a single member of the institution's staff or an affiliate <sup>1</sup> introduces ideas or delivers facts to a group of students, to approaches that might be much more interactive, involve a variety of contributors, make use of a range of media and technologies, and take place virtually as well as in person. Lectures are assumed, in general, to involve larger groups of students than do seminars and tutorials but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.
Seminar	A discussion or classroom session focusing on a particular topic or project.	Seminars are defined as sessions that provide the opportunity for students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture - the extent of interaction will depend on the delivery method.  A typical model would involve a guided, tutor-led discussion in a small group. However, the term also encompasses student or peer-led classes with a staff member or affiliate present. As with lectures, use of technology means seminars may take place virtually. Seminars are assumed in general to involve smaller groups of students than lectures, but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.
Tutorial	A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project.	Tutorials may be distinguished from seminars for the stronger emphasis that they place on the role of the tutor in giving direction or feedback.  Tutorials can happen virtually as well as face-to-face.
Project supervision	A meeting with a supervisor to discuss a particular piece of work.	The term 'project supervision' is used to refer to the meetings that a student or group of students would have with a supervisor, to plan, discuss, and monitor progress on a particular piece of work, such as a dissertation or extended project.  Meetings can take place virtually or in person. The size of a project supervision meeting will

<sup>1</sup> i.e. a lecturer, researcher, technician, member of support staff or graduate teaching assistant of the institution or a visiting or external specialist.

		depend upon the number of students involved in the work concerned and the nature of that work but supervisions will frequently also take place on a one-to-one basis.
Demonstration	A session involving the demonstration of a practical technique or skill.	<p>Examples might include the demonstration of laboratory skills, clinical skills, performance art or fieldwork techniques.</p> <p>Demonstrations can take place virtually or in person. The size of a demonstration is likely to depend upon the number of students involved in the work concerned, as well as the nature of that work, but could also take place on a one-to-one basis</p>
Practical classes and workshops	A session involving the development and practical application of a particular skill or technique.	<p>Examples are wide ranging and could include a laboratory class, recital, artefact handling/identification, language conversation, sports match and so on. Practical classes and workshops might incorporate elements of teaching or guided learning, and they are at least likely to be supervised or observed. These sessions are more likely to take place in person but, depending on the nature of the subject, may also be conducted remotely.</p> <p>The size of a practical class or workshop will depend upon the nature of the activity.</p> <p>Workshops are likely to involve at least a small group of students but practical classes could take place on a one-to-one basis.</p>
Supervised time in studio/workshop	Time in which students work independently but under supervision, in a specialist facility such as a studio or workshop.	<p>Examples might include time spent in an art or design studio, or in a rehearsal space such as a workshop theatre. It could be timetabled or take place on an ad hoc basis. Peers as well as staff or affiliates may be involved. Due to the nature of the activity, it is unlikely to take place virtually. Supervised time in a studio/workshop might involve a group or individual.</p>
Fieldwork	Practical work conducted at an external site.	<p>Examples of fieldwork might include survey work and other forms of data collection, excavations and explorations. The work might be unsupervised or supervised, and supervision could be provided by staff or appointed representatives. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.</p>



External visits	A visit to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study.	Examples are wide ranging and could include a visit to a business or industrial site, built environment site, museum or collection, to attendance at a performance or exhibition. These visits might be unsupervised or supervised, and supervisors could include staff or appointed representatives. Site visits may be carried out in groups of varying sizes, or by individuals, depending on the nature of the visit and the location.
Work-based learning	Learning that takes place in the workplace.	The term covers any learning that takes place through an organised work opportunity, rather than in a university or college setting, and includes managed placements. Some supervision or monitoring is likely to be involved, and may be carried out either by a member of staff or a mentor within the host organisation. Due to the nature of the activity, work-based learning is unlikely to take place virtually. Students might undertake work-based learning individually or in groups, depending on the nature of the workplace and the learning involved.
Clinic Observation / Experience	Learning that takes place in the UCO Clinic.	Pre-registration osteopathic students are required to undertake at least 1000 hours of timetabled osteopathic clinic practice learning in the clinical environment <sup>17</sup> .  Learning within the clinic consists of managing and treating patients and clinic tutorials.
Independent Study / Directed Study	Autonomous learning with little or no supervision.	Students undertake study on their own to advance and consolidate their learning typically using course materials and other recommended learning resources provided by their tutors.

## PART B: ADMISSION & REGISTRATION

**This section of the Academic Quality Framework summarises the UCO's regulations regarding student admission and registration and provides information about student admission, entry requirements, registration, attendance, withdrawal and recognition of prior learning. It should be of interest to all undergraduate and postgraduate taught students and to all staff involved in these areas.**

### 7.12 ADMISSION OF STUDENTS TO THE UCO

- 7.12.1 Admission is the process through which an individual (the applicant) applies to become a student of the UCO.
- 7.12.2 Each applicant is considered on their own merit in line with the UCO's Admissions Policy and Procedures<sup>18</sup> and the entry requirements specific to each course of study.
- 7.12.3 The admission of a student to the UCO is at the UCO's discretion, and is based on the reasonable expectation that the student is able to:
- a) Show the ability to study at Higher Education (HE) level.
  - b) Complete the objectives of the course or programme of study.
  - c) Achieve the standard required for the award.
- 7.12.4 An applicant must fulfil specific entry requirements for the course and subject to be studied prior to entry which normally include specific educational levels and / or qualifications that align with the academic level of the course and subject to be studied, a required level of written and spoken English, and other pre-requisites as agreed at course approval.
- 7.12.5 Applicants are admitted to study and can become students of the UCO on condition that they:
- a) Have fulfilled all entry requirements satisfactorily before the start date of the course for which they have applied.
  - b) Attended and participated in all required interview events.
  - c) Have confirmed their place on the course with the Admissions Department.
  - d) Have received confirmation of a place on the course for which they have applied from the Admissions Department.
  - e) Attend and complete all registration, orientation and induction events and procedures.
  - f) Agree to comply with the UCO's academic regulations, rules, codes of conduct, policies and other procedures as approved by the Academic Council, Vice-Chancellor and / or the Board of Directors.
  - g) Have paid the required tuition fees.
- 7.12.6 If someone is under 18 years old when they expect to register and become a student of the UCO, formal consent is required from those legally responsible for the applicant. This must be through a consent form signed by the parent or legal guardian and by someone who is ordinarily resident in the UK to confirm their approval. The person resident in the UK is responsible for the student concerned until they are over 18 years old. Where the parent or guardian is not ordinarily resident in the UK, the UCO requires evidence that satisfactory arrangements for guardianship of the applicant are in place prior to the registration of the prospective student.

- 7.12.7 Applicants are required to disclose all facts and information that might be relevant to their application for admission.
- 7.12.8 The UCO reserves the right to withdraw any offer of admission to study at the UCO, or cancel any acceptance of such an offer, where the offer has been made as a result of using false or misleading information, or by the non-disclosure of information that would have affected the decision about the application for admission.
- 7.12.9 The UCO similarly reserves the right to stop the registration or terminate the studies of an existing student who is subsequently found to have gained admission by providing false or misleading information, or non-disclosure of information in support of the application. Such students will have no right to a refund of their fees, and any credits or awards they have achieved may be withdrawn.
- 7.12.10 The UCO establishes arrangements for students with disabilities to be supported and assessed as appropriate, and will make reasonable adjustments as required to enable disabled students to follow the course of study on which they register.
- 7.12.11 Applicants with a disability are encouraged to declare their disability to the UCO during the admission process or as soon as possible thereafter.

## 7.13 ENTRY REQUIREMENTS

- 7.13.1 The UCO publishes detailed information on the qualifications and pre-requisites required for admission to its courses on its website and on Course Information Forms.
- 7.13.2 Satisfying the indicated entry requirements does not guarantee an applicant a place on the course for which they have applied. Applicants must comply with the selection and admission processes outlined in AQF Section 8: Student Recruitment & Admissions and published Admissions Policy & Procedures.

### A) MINIMUM ENTRY QUALIFICATIONS FOR UNDERGRADUATE AWARDS

- 7.13.3 The minimum entry requirement qualifications for undergraduate awards are shown in Table 7.2 below.
- 7.13.4 Extended undergraduate degrees may have specific entry requirements that are agreed at course approval.
- 7.13.5 The UCO may also accept evidence of experience in appropriate employment as qualifying the applicant for entry.

TABLE 7.2: MINIMUM ENTRY REQUIREMENT QUALIFICATIONS FOR UNDERGRADUATE AWARDS

Undergraduate Award	Minimum Entry Requirement Qualifications
Foundation Degrees	One A-Level (or equivalent)
Higher National Diplomas	One A-Level (or equivalent)
Certificate of Higher Education	Two A-Levels (or equivalent)
Diploma of Higher Education	Two A-Levels (or equivalent)
Bachelor's Degrees	Two A-Levels (or equivalent)

Bachelor's Degrees with Honours	Two A-Levels (or equivalent)
Integrated Master's Degrees	Two A-Levels (or equivalent)
Graduate Diplomas	A Bachelor's Degree with Honours from a UK University (or equivalent)

## B) MINIMUM ENTRY QUALIFICATIONS FOR POSTGRADUATE AWARDS

7.13.6 The minimum entry requirement qualifications for postgraduate awards are shown in Table 7.3 below.

**TABLE 7.3: MINIMUM ENTRY REQUIREMENT QUALIFICATIONS FOR POSTGRADUATE AWARDS**

<b>Postgraduate Award</b>	<b>Minimum Entry Requirement Qualifications</b>
Postgraduate Certificates	A Bachelor's Degree with Honours from a UK University (or equivalent)
Postgraduate Diplomas	A Bachelor's Degree with Honours from a UK University (or equivalent)
Taught Master's Degrees	A Bachelor's Degree with Honours from a UK University (or equivalent)

7.13.7 The UCO may exceptionally accept evidence of previous advanced study, research or professional experience as an alternative to the minimum entry requirement qualifications shown in Table 7.4.

## C) MINIMUM ENGLISH QUALIFICATIONS FOR ALL AWARDS

7.13.8 Applicants with English as a second language or whose previous education has not been delivered in the English language are required to provide evidence of their proficiency in English.

7.13.9 Students requiring a visa to study in the UK will be required to provide evidence of specific English as appropriate to comply with policies published by the UK Home Office (UK Visas & Immigration).

## 7.14 STUDENT REGISTRATION

7.14.1 Student Registration is the process whereby new and existing students are formally confirmed as students of the UCO.

7.14.2 Students must complete Student Registration when they commence their course of study, and re-register annually as and when required throughout their course of study.

7.14.3 Student Registration includes a binding contractual commitment by a student who has been accepted onto / is currently studying on a course of study at the UCO, providing a declaration acknowledging their obligations to the UCO, including payment of tuition fees, and compliance with the UCO's regulations, policies, and procedures.

7.14.4 This binding contractual commitment takes place when the student signs the Student Registration Form<sup>19</sup> or otherwise indicates an intention to be bound by its terms in a way that is acceptable to the UCO, following provision of personal and academic information

electronically and / or in person and paying all they owe or a part of the tuition fees with an agreed payment plan.

- 7.14.5 Every student must complete Student Registration (or Re-Registration for continuing) within the first four weeks of their course start date (or the first day of the academic year for continuing students).
- 7.14.6 If a continuing student does not re-register within the specified registration period at the start of a programme, they may be presumed 'withdrawn'.
- 7.14.7 No person is recognised as being registered as a student of the UCO (and is therefore not a student) until:
- a) Tuition fees have either been paid in full for the current academic year, or other arrangements have been approved for that payment of fees which are acceptable to the UCO.
  - b) All other fees and sums due to the UCO incurred in the previous academic year or academic period have been discharged in full.

## 7.15 COURSE REGISTRATION

- 7.15.1 Course Registration takes place as part of Student Registration (see Section 7.13 above), and occurs when the student signs the Student Registration Form electronically and / or in person.
- 7.15.2 The UCO may exceptionally permit students to register for two courses of study concurrently.
- 7.15.3 The establishment, delivery and continuation of courses of study are subject to the availability of viable numbers of students and their continuing attendance.
- 7.15.4 Where the circumstances are reasonable, the UCO reserves the right to discontinue a course, to divide, discontinue or combine units or classes, to vary the time or place of classes, and to alter courses of study as circumstances may require. This will be processed and approved through the appropriate Course and Unit Modification process contained in the Academic Quality Framework (AQF) Section 4.
- 7.15.5 Course structures are subject to annual review. All units comprising a course of study are listed in the relevant Course Information Form<sup>20</sup> and are offered subject to the constraints of the timetable, the availability of specialist staff, and any restrictions on the number of students who may be taught on a particular unit.
- 7.15.6 The establishment, delivery and continuation of units are subject to the availability of viable numbers of students and their continuing attendance, and therefore units comprising a course may not necessarily be offered every year.
- 7.15.7 Students are expected to complete their course/s of study within the normal period of time as designated at course approval and as stipulated on the Course Information Form.
- 7.15.8 Students are considered to have exited their course of study and have concluded their registration with the UCO once they have been conferred with an award by the appropriate Board of Examiners.
- 7.15.9 A student may lose the right to continue on a course or study, have their registration with the UCO terminated, and be withdrawn from the UCO where:
- a) The student's academic performance has been considered by a Board of Examiners and, having failed to make sufficient academic progress in their view, there is an academic decision that the student shall not be allowed to continue on their course of study or remain registered as a student of the UCO.

- b) The student has not completed Student Registration by the published date for end of registration for new or continuing students as appropriate.
- c) The student is not in good financial standing with the UCO / partner institution and has failed to make acceptable arrangements to pay what is owed.
- d) The student is absent from their course(s) of study without the agreement of the UCO / partner institution on grounds of absence, and therefore assumed withdrawal.
- e) The student has demonstrably not engaged with their course(s) of study.
- f) The outcome of the investigation of an academic offence, or of the presentation of false or misleading documentation, or the non-disclosure of information, recommends that the student is withdrawn from their course(s) of study, their registration terminated and is withdrawn from the UCO.
- g) The Vice-Chancellor has accepted a recommendation that the student's registration should be terminated on disciplinary grounds under the terms of the Student Code of Conduct.

7.15.10 A student whose studies are terminated and is withdrawn from the UCO as a consequence of any of the above must formally apply for re-admission if they wish to return to a course of study with the UCO. The circumstances of the student's withdrawal from the UCO will be taken into account when their application is considered.

## 7.16 STUDENT INDUCTION

### a) NEW STUDENTS

- 7.16.1 The UCO is aware that the start of a student's experience in higher education is a critical and sensitive period. The UCO provides an induction programme that aims to ease the transition and helps prepare students for their academic and social experiences.
- 7.16.2 Induction for all new students includes a welcome to the UCO by the Vice-Chancellor; introduction to key personnel including the Registrar (or equivalent), course leaders and student support team, and sessions from course tutors to introduce students to the units of study they are about to embark upon. There are also sessions from the library and ICT teams to introduce learning resources.
- 7.16.3 Student induction is normally complemented by social events, a freshers' fair, and a welcome event hosted by the Vice-Chancellor and / or Students' Union.
- 7.16.4 In addition, part-time students, both undergraduate and postgraduate, are invited to induction events. These cover topics such as: returning to study (in recognition that these students have often been out of education for a number of years), an introduction to higher education, and how to study on a part-time programme<sup>21</sup>.

### b) CONTINUING STUDENTS

- 7.16.5 Continuing students are provided with a modified induction programme<sup>22</sup>, which introduces them to the next phase of the course they are undertaking.
- 7.16.6 This covers issues such as regulatory changes, changes to support, and how the UCO responded to the feedback from students in the last academic cycle. The UCO believes that it is very important to 'close the feedback loop' with students, so they can see what actions the UCO has taken in response to the issues they raised.



## 7.17 TIMETABLING OF COURSES

- 7.17.1 Courses are timetabled in line with the UCO's Timetable Policy<sup>23</sup>, which provides a framework for support staff involved in the preparation and production of the teaching timetable, and aims to:
- i. Support the delivery of high quality learning and teaching in appropriate accommodation.
  - ii. Provide access to timely and accurate timetabling and room booking information.
  - iii. Optimise utilisation of general teaching space.
  - iv. Ensure that a single central system contains a live, up to date record of all learning and teaching activities which use the UCO's resources, which is available on-line 24 hours a day, seven days a week.

## 7.18 MONITORING STUDENT PROGRESSION

- 7.18.1 The academic progress of students throughout their course is determined by Progression Criteria that are agreed at course approval. These are specific for each course and published in Course Information Forms and / or Course Handbooks<sup>24</sup>.
- 7.18.2 Progression Criteria ensure that students fulfil the requirements of each phase of their course before being permitted to progress to the next.
- 7.18.3 Student progression between phases is agreed and confirmed by Boards of Examiners (see AQF Section 12: Boards of Examiners)
- 7.18.4 Students' progress throughout their time at the UCO is monitored using a number of mechanisms, including:
- i. Formative assessment.
  - ii. The review of interim assessment results by Portfolio Boards.
  - iii. Academic Tutor interviews.
  - iv. The regular monitoring of student attendance by the Student Attendance and Retention Group (SARG)<sup>25</sup>.

## 7.19 STUDENT TRANSFER

- 7.19.1 A student who is registered on a course may be permitted to transfer to another course via the transfer process<sup>26</sup>. Informal advice regarding this issue can be sought from the Registrar.
- 7.19.2 Any student wishing to transfer from one course to another should in the first instance discuss their circumstances with their Course Leader.
- 7.19.3 Students wishing to transfer to another institution should formally withdraw from their course ([see Section 7.21 on Suspension of Studies & Withdrawal](#)) and apply directly to that institution.

## 7.20 STUDENT ATTENDANCE

- 7.20.1 All students are expected to maintain their academic progress, registration, and attendance, and have any absence period approved as an agreed interruption to their study on a course.
- 7.20.2 Every student registered with the UCO on a course of study is expected to attend regularly and engage with all formal learning opportunities, scheduled classes, and other supervised studies of their course/s, undertake independent and other studies as required, and complete

all assessment requirements, as confirmed through the course approval process and in line with the Student Attendance Policy<sup>27</sup>.

- 7.20.3 Students must comply with course and unit specific attendance requirements as stipulated on Course and Unit Information Forms.
- 7.20.4 Student attendance at formal learning opportunities is monitored through the use of attendance registers, which are produced and maintained by the Academic Registry.
- 7.20.5 Tutors are responsible for monitoring registration for their class.
- 7.20.6 Students are responsible for registering their attendance, and must not register attendance for any other student and will be subject to Disciplinary procedures should they do so.
- 7.20.7 All tutors are responsible for monitoring the attendance of their class/es and should raise any issues concerning the attendance of students to the relevant Unit or Course Leader. In addition, the Student Attendance and Retention Group (SARG)<sup>28</sup> also monitors student attendance and will notify relevant support staff, Course Leaders, and the Student Support Manager in cases of concern.
- 7.20.8 Non-attendance is used as a measure of engagement in study and as an indicator of students experiencing difficulties with their studies or personal life. Identifying students with a low level of attendance enables the UCO to implement appropriate support measures and solutions to address issues that may be affecting a student's attendance, and thereby increase the student's likelihood of success.
- 7.20.9 Where a student is unable to attend or will knowingly be absent from a formal teaching session, they should follow the procedure for notifying the UCO in the Student Attendance Policy<sup>29</sup>.
- 7.20.10 A student who fails to attend, without good cause or due notice, the course on which they are registered for a period of 15 working days, can be considered to have disengaged from the course or programme of studies, and the UCO has the right to terminate that student's studies and registration and withdraw the student from the UCO.
- 7.20.11 Students must also observe the reporting requirements of their funding bodies or sponsors as appropriate.

## 7.21 SUSPENSION OF STUDIES & STUDENT WITHDRAWAL

- 7.21.1 Students may elect to suspend and return to their studies at a later date (normally in exceptional circumstances), or withdraw from their course, at any point during their course.
- 7.21.2 A student who is considering suspending their studies or withdrawing from their course should follow the Suspension of Studies & Student Withdrawal Policy and Procedure<sup>30</sup> to ensure that they receive the appropriate support and complete the required suspension of studies/withdrawal procedures as necessary.
- 7.21.3 Students who suspend their studies surrender eligibility to apply for and participate in student schemes or discounts, including Council Tax exemptions and student travel or photo card schemes, for the duration of the suspension of their studies. Eligibility is restored following their return to study upon receipt of a completed Student Registration Form.
- 7.21.4 A student who is intending to withdraw from their course must inform the UCO's Finance Department using the procedures published in the Tuition Fee Policy & Financial Regulations<sup>31</sup>.
- 7.21.5 Students who withdraw from the course must return (as appropriate) their:
  - i. Student card.

- ii. Locker key.
  - iii. Borrowed library books / resources.
- 7.21.6 Where a student has been unable to fulfil the specific regulations of their course of study, but has fulfilled the UCO's Academic Regulations for progression, the UCO, on the recommendation of the Board of Examiners, may withdraw the student from the course of study for which they were originally registered, and transfer them to an alternative course.
- 7.21.7 Where a student withdraws or has been withdrawn from the UCO, the Board of Examiners will consider the student's performance and the credits they have achieved to date and confer the highest award for which the student is eligible. A student receiving an award in this way may be subsequently considered for re-admission under the arrangements for Recognition of Prior Learning.

## 7.22 RECOGNITION OF PRIOR LEARNING (RPL)

- 7.22.1 The UCO's Recognition of Prior Learning Policy<sup>32</sup> demonstrates its commitment to support widening participation, and to acknowledge and recognise appropriately students' previous academic achievements and experience.
- 7.22.2 The UCO operates a transparent and responsive system for the recognition of prior learning, which considers all students equally (full-time, part-time, home and international).
- 7.22.3 The UCO's Recognition of Prior Learning Policy enables students to demonstrate and provide evidence for their prior learning and to join courses at an appropriate stage commensurate to their prior academic achievements. It also enables the UCO to prepare the student for subsequent parts of the course appropriately.
- 7.22.4 Recognition of Prior Learning (RPL) may comprise of the accreditation of prior certificated learning (APCL) and / or accreditation of prior experiential or otherwise un-assessed learning (APEL).
- 7.22.5 Procedures for considering RPL applications for each specific course are contained within course specific RPL handbooks, which are approved by the Academic Council, and which provide applicants with additional guidance and information on RPL applications.
- 7.22.6 Approval of prior learning credit must be completed as part of the admissions process, and prior to registration on a course or programme of study.
- 7.22.7 A tariff of fees for the consideration of RPL applications are contained within RPL handbooks.
- 7.22.8 For all courses, credit for prior learning (whether certificated or experiential) may count towards the requirements of a named or unnamed award, up to a specified limit as shown in [Table 7.4](#) below, unless a variation to this is agreed at course approval.

**TABLE 7.4: THE MAXIMUM NUMBER OF CREDITS NORMALLY CONSIDERED THROUGH RPL APPLICATIONS**

<b>Award</b>	<b>Maximum Number of Credits Normally Considered through RPL</b>	<b>FHEQ Level</b>
Certificate of Higher Education	60	4
Foundation Degree	120	4

Diploma of Higher Education	120	4
Diploma in Professional Studies/Professional Practice	60	4
Bachelor's Degrees	120	4
	60	5
Bachelor's Degrees with Honours	120	4
	60	5
Postgraduate Certificate	30	7
Postgraduate Diploma	60	7
Integrated Master's Degree	120	4
	60	5
Master's Degree	90	7

## 7.23 ACADEMIC APPEALS

7.23.1 Although rigorous procedures are followed to ensure that all student assessments and examinations are conducted and marked fairly and appropriately (see Section C: Assessment Regulations for Taught Degrees), students may appeal against a decision made by the Board of Examiners in the following circumstances:

- i. Exceptional extenuating circumstances.
- ii. Operational problems impacting on academic outcome.

7.23.2 Academic appeals should be considered in line with the Academic Appeals Policy<sup>33</sup>.

## 7.24 ACADEMIC OFFENCES

7.24.1 Academic offences include:

- i. Collusion.
- ii. Fabrication.
- iii. Cheating.
- iv. Impersonation.
- v. Plagiarism.

7.24.2 This above list is not exhaustive. More information regarding academic offences and their prosecution, along with guidance on good academic practices, is described in detail in the UCO's Academic Discipline Policy & Procedures<sup>34</sup> and the UCO's Plagiarism Policy.<sup>35</sup>

## 7.25 STUDENT FITNESS TO STUDY

7.25.1 There is a growing awareness of the need for Higher Education Institutions to respond appropriately to situations where visible signs of ill health (including mental health difficulties, psychological, personality, or emotional disorders) may have an impact on the functioning of

individual students, and the wellbeing of others around them. Students who present with difficulties should, wherever possible, be considered from a supportive perspective.

- 7.25.2 The UCO is committed to promoting positive attitudes towards students with physical or mental ill health.
- 7.25.3 The UCO also has a duty of care to respond appropriately where there are substantial concerns relating to a student's health and wellbeing, and the impact that may have upon the individual and/or other members of the UCO's community.
- 7.25.4 The UCO has produced documentation to outline the procedures and the support available where a student's health and wellbeing deteriorates to the point where they may not be fit to study, including where they may be at risk of harm to themselves and/or others. It will be designed to ensure a consistent and sensitive approach to managing situations.
- 7.25.5 Academic Tutors and Course Leaders are the staff members most likely to identify issues, and are therefore provided with guidance<sup>36</sup> and advice from the Student Support Department to enable them to manage situations where students' fitness to study is of concern.
- 7.25.6 The UCO aims to support students with physical and mental ill health to enable them to fulfil their potential and complete their chosen course of study.

## 7.26 STUDENT FITNESS TO PRACTICE

- 7.26.1 Students registered on courses that lead to a professional osteopathic qualification are made aware of their responsibilities regarding the standard of professional behaviour expected of them as detailed in the Student Fitness to Practice & Professional Behaviour Policy<sup>37</sup>, which has been produced in line with the General Osteopathic Council's Osteopathic Practice Standards.
- 7.26.2 This acknowledges the responsibility the UCO has towards its students, and their interactions with the general public, regarding professional behaviour, responsibility, and safety, and clearly communicates:
- i. The meaning of Student Fitness to Practice.
  - ii. The threshold of acceptable behaviour.
  - iii. Categories of concern highlighted by the General Osteopathic Council.
  - iv. Student support mechanisms at the UCO.
  - v. Acceptable professional behaviour at the UCO – Good clinical care, recording and maintaining clinical information, maintaining good osteopathic practice, teaching and training, appraising and assessing, issues of safety relating to assessment, relationships with patients, working with colleagues, probity and health.
  - vi. Student Fitness to Practice Procedures – Disciplinary Procedures, Disciplinary Hearings and Panels, Sanctions and Appeals.

## 7.27 CONDUCT

- 7.27.1 The UCO is a community that expects its students and staff to behave professionally and respectfully to each other, its patients, the public, and UCO property at all times.
- 7.27.2 Codes of Conduct<sup>38</sup> are expected to be followed by students and staff to ensure that a pleasant and supportive environment for study and work is provided for all. Should these be contravened, disciplinary procedures as contained in the Code of Conduct Policies will be initiated as appropriate.
- 7.27.3 The following policies are in place should any misconduct need to be reported:

- i. Anti-bullying & Harassment Policy<sup>39</sup>.
- ii. Public Interest Disclosure (Whistleblowing) Policy<sup>40</sup>.
- iii. Relationships between Students & Staff Policy<sup>41</sup>.

## 7.28 COMPLAINTS & GRIEVANCE PROCEDURES

- 7.28.1 The UCO encourages students and staff to resolve academic and non-academic issues of concern on an informal level where possible. However, if this is not possible, established Complaints and Grievance Procedures<sup>42</sup> may be used to report and seek redress for both academic and non-academic issues.
- 7.28.2 Support for students and staff (as specified in policy documents) is provided where required in cases of conduct, complaint or discipline.



## PART C: ASSESSMENT REGULATIONS FOR TAUGHT DEGREES

**This section of the Academic Quality Framework summarises the UCO's assessment and examination policies and practices and provides information on graduation and transcripts. It should be of interest to all undergraduate and postgraduate taught students and to all staff involved with assessments and examinations.**

### 7.29 INTRODUCTION

- 7.29.1 This section provides information on the regulations, policies, and procedures relating to assessment, along with guidance on the design and use of assessment methods and tools.
- 7.29.2 The UCO recognises that assessment practice and processes must be robust and conform to internal and national expectations, ensuring confidence in the reliability, validity and authenticity of grading. There is no generally agreed definition of assessment. For the purposes of the UK Quality Code, the QAA defines it as *the means by which academic staff form judgements as to what extent students have achieved the intended learning outcomes of a programme, or of an element of a programme*<sup>43</sup>.
- 7.29.3 The UCO identifies the purposes of assessment as follows:
- To objectively measure students' achievements against the intended learning outcomes of the unit and course (summative assessment).
  - To assist student learning by providing appropriate feedback on performance (formative assessment).
  - To provide a reliable and consistent basis for Boards of Examiners to determine the progression of, and conferment of awards to students.
- 7.29.4 Assessment is an integral part of our approach to facilitating student learning. It prepares students for life after study, and is part of a progressive process by which students learn to develop their criticality and their ability to analyse and take responsibility for their own work.

### 7.30 ASSESSMENT STRATEGIES

- 7.30.1 When assessing learning, we are primarily concerned with supporting and assessing the achievement of the course learning outcomes and progress towards those outcomes. Unit outcomes should clearly contribute to the achievement of those at the course level.
- 7.30.2 Assessment strategies should:
- Be coherent and developmental across the course, supporting learner development and enabling students to achieve their potential.
  - Strike a balance between low risk formative assessment and higher risk summative assessment.
  - Enable students to experience a wide range of increasingly complex assessment activities designed to support the development of their wider attributes and skills.

### 7.31 ASSESSMENT STANDARDS

- 7.31.1 Assessment practices and processes must be robust and conform to internal and national expectations and standards, thereby ensuring confidence in the reliability, validity and authenticity of grading.

7.31.2 Assessment criteria should be clearly specified, aligned to the level of the unit, and used as the basis for marking and grading.

## 7.32 ASSESSMENT TASKS

7.32.1 Assessment tasks should relate to the learning outcomes of the unit and support the overarching assessment strategy. Assessment practices should be inclusive and equitable; the methods, tasks and processes should not advantage or disadvantage any group or individual, and assessment task design should support academic integrity and minimise opportunities for plagiarism.

## 7.33 ENGAGING STUDENTS IN THE ASSESSMENT PROCESS

7.33.1 Students should be supported in developing an understanding of expectations through detailed assessment briefs and active engagement with the assessment process and criteria.

7.33.2 Assessment tasks should enable student self-regulation and reflection, giving students the confidence and skills to use the variety of feedback available to them to monitor and regulate their performance.

7.33.3 Realistic and balanced assessment workloads should spread the assessment loading and ensure adequate time for the associated learning.

## 7.34 REVIEWING AND EVALUATING ASSESSMENT

7.34.1 Assessment is a collegiate activity, which necessitates Course Teams discussing and agreeing assessment expectations and sharing experiences.

7.34.2 Assessment practice should be continuously reviewed and refined to ensure that it effectively supports students and their learning, and meets stakeholder requirements.

## 7.35 TYPES OF ASSESSMENT

7.35.1 In general, the UCO seeks to follow a mixed method of assessment appropriate to the nature of individual courses.

7.35.2 Assessment at the UCO is divided into two categories: formative assessment and summative assessment.

### a) FORMATIVE ASSESSMENT

7.35.3 All courses are required to have effective mechanisms in place to ensure that students receive feedback that enables them to continuously improve their academic performance (i.e. formative assessment).

7.35.4 The UCO emphasises the value of early formative assessment to promote both the development of skills and engagement with course material.

7.35.5 Participating in formative assessment is not normally a requirement for progression.

### b) SUMMATIVE ASSESSMENT

7.35.6 The purpose of summative assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of their course, and the units therein, to the standard required for the award for which they are registered.

7.35.7 Learning outcomes are specified on Course Information Forms (CIFs)<sup>44</sup> and Unit Information Forms (UIFs)<sup>45</sup> at the time of approval of courses and units, or through subsequent

modification through the UCO's agreed processes (see AQF Section 4: Course and Unit Approval and Modification).

## 7.36 SETTING AND ARRANGING ASSESSMENTS

### a) ASSESSMENT ELEMENTS, METHODS, AND TASKS FOR TAUGHT COURSES

- 7.36.1 The method of assessment and relative weighting of assessments is determined at the time of course approval or revision of a unit, and are specified on Unit Information Forms (UIFs).
- 7.36.2 Each 30 credit unit, based on 300 notional learning hours, should normally have a minimum of two, and a maximum of three, assessment elements.
- 7.36.3 Each 15 credit unit, based on 150 notional learning hours, should normally have a maximum of two assessment elements.
- 7.36.4 Assessment elements represent the reporting point for Boards of Examiners and Higher Education Achievement Report (HEAR) purposes.
- 7.36.5 Each assessment element may be made up of one or more assessment components (i.e. individual tasks) combined together for reporting purposes. Where multiple assessment components contribute to an assessment element, the means of determining the overall grade should be indicated on the UIF (for example, whether students need to complete all of the tasks successfully or only a set number of them).
- 7.36.6 The methods of assessments and their weighting should be the same for all students taking a unit, regardless of their mode of study, unless an alternative method has been agreed to respond to the needs of a particular student (for example, a student with a disability, or where learning outcomes are to be demonstrated through work-related assessment).
- 7.36.7 In designing the core and optional components within a subject area, Course Teams must ensure that the students' experience encompasses a balance of assessment methods, and that these are appropriate to the objectives of the course. Assessment methods should be varied in order to enable different aspects of students' aptitudes and skills to be developed and tested, and in order to provide the UCO with sufficient evidence to verify the authenticity of individual students' work.

### b) TIMINGS OF ASSESSMENT FOR TAUGHT COURSES

- 7.36.8 The timings of assessments are specified on UIFs, with the weeks of assessment being clearly noted to aid student planning of work.
- 7.36.9 The period for which a unit runs must be clearly specified on the UIF so that it concludes with the final assessment. Exceptions will rarely be permitted. Where units depend heavily on field work or work based learning outside the normal academic year, the period allowed for this must be defined and specified on the UIF.
- 7.36.10 Course Leaders should ensure that there is an appropriate spread of examination and assessment submission dates across the academic year.
- 7.36.11 The Registrar will provide a definitive schedule of examinations and assessment submission dates which will be published on the UCO's Virtual Learning Environment (BONE) well in advance of the examination period.

### c) ASSESSMENT FRAMEWORK & WORKLOAD FOR TAUGHT COURSES

- 7.36.12 The UCO uses a broad assessment framework to enable assessment workload for taught courses to be considered by Course Teams. Course Teams are expected to have a clearly

articulated assessment strategy that is benchmarked against the framework, with variances to the framework considered and justified as part of the course approval and review process.

7.36.13 The assessment framework is designed to enable Course Teams to:

- Design effective assessment strategies.
- Reduce the potential for over-assessment which can lead to a 'surface' approach to learning.
- Ensure that students are informed about the amount of time typically required to complete any given assessment task to an acceptable standard.
- Enable students to plan their workload.

7.36.14 The framework uses notional learning hours as the measure for comparability, since measuring assessments in terms of word length focuses students on outputs and may encourage a 'copy and paste' approach, where students see the number as a target and are not concerned about the quality of the work they are producing. Furthermore, it recognises that it may take more student time to produce quality work within a low word limit than within a high word limit.

7.36.15 This information can be useful for students in gaining a better understanding of the effort required, and thus the planning of their studies. It is therefore the total time (i.e. the projected time taken for the preparation and compilation framework components combined) that should be used in estimating the workload associated with a particular assessment.

7.36.16 In some subjects it is recognised that it is hard to differentiate assessment from teaching and learning activities. In such cases, and where activities can be variable in terms of assessment time depending on their nature and scope, Course Teams should use the framework as a reference point when seeking to estimate the notional learning hours associated with each task.

7.36.17 In defining assessment strategies for units and courses, Course Teams should ensure that the percentage of the notional learning hours associated with assessment is between 20% and 30% of the total notional learning hours for a unit. Higher and lower values are permissible depending on subject, level and purpose, but should be justified as part of the approval process (see AQF Section 4: Course and Unit Approval and Modification).

7.36.18 It is recognised that, where appropriate, there will also need to be clear specification of word lengths, intended as 'guardrails' so that students understand the volume of work they are expected to produce, and to prevent staff from having to read and grade voluminous assessments.

7.36.19 The total word-count associated with assessment for a 30 credit unit should not normally exceed 10,000 words and the total word-count for a 15 credit unit should not normally exceed 5,000 words.

7.36.20 The Assessment Framework referred to above is outlined in Table 7.5, and is used as guidance that informs assessment strategy design to ensure that assessment methods are effective, appropriate, clear, and comprehensive to students.

**TABLE 7.5 INDICATIVE LIST OF ASSESSMENT METHODS**

The indicative list of Assessment Methods provided below are used by the UCO to assess students, the definitions of which have been published by the QAA<sup>46</sup>.

<b>Assessment Type</b>	<b>Definition</b>	<b>Description</b>
Written Exam	A question or set of questions relating to a particular area of study.	Written exams usually occur at the end of a period of learning and assess whether students have achieved the intended learning outcomes. They may be 'seen', where the student is aware in advance of the question(s) they are expected to answer, or 'unseen', where the questions are only revealed 'on the day'. In an 'open-book' exam, a student is allowed to use a selection of reference materials during the assessment. The questions asked as part of a written exam may be essay, short answer, problem or multiple-choice. Written exams usually (but not always) take place under timed conditions.
Written Assignment (including Essay)	An exercise completed in writing.	Written exercises that typically have deadlines attached but which are not carried out under timed conditions. A well-known example is the essay, where students are required to write about a particular topic or answer a question in depth. Other examples include written briefings on particular topics.
Report	A description, summary or other account of an experience or activity.	There are many different kinds of report - often students are required to produce a report after participating in a practical activity such as fieldwork, laboratory work, work experience or placement. Reports typically have a prescribed format.
Dissertation	An extended piece of written work, often the write-up of a final-year project.	A dissertation is a substantial piece of writing deriving from research that a student has undertaken. Dissertations are the result of a student's independent work, carried out under the guidance of a supervisor. Different subject areas may follow different conventions in relation to the production of dissertations. (Note that other outputs from projects are listed separately.)
Portfolio	A collection of work that relates to a given topic or theme, which has been produced over a period of time.	Typically, a portfolio contains a number of pieces of work, usually connected by a topic or theme. Students are usually required to organise the collection of examples and the portfolio often includes some reflective accounts (diaries/logs). Examples include, in education, that students may collect in a portfolio essays around particular teaching methods, lesson plans, teaching

		materials that they have developed and a report about the teaching experience itself.
Project output (other than dissertation)	Output from project work, often of a practical nature, other than a dissertation or written report.	Students are assessed on the output of a period of project work (other than in the form of a dissertation or written report). Examples are diverse and include the staging of a play or other performance, a piece of artwork, a new product or a poster.
Oral assessment and presentation	A conversation or oral presentation on a given topic, including an individual contribution to a seminar.	Examples of oral assessments and presentations might include conversations, discussions, debates, presentations and individual contributions to seminars. This category would also include the viva voce exam which is typically used by institutions in specific circumstances such as clarifying assessment decisions reached via other means.
Practical skills assessment	Assessment of a student's practical skills or competence.	Practical skills assessment focuses on whether, and/or how well, a student performs a specific practical skill or technique (or competency). Examples include clinical skills, laboratory techniques, identification of or commentary on artwork, surveying skills, language translation or listening comprehension, and so on.
Set exercises	Questions or tasks designed to assess the application of knowledge, analytical, problem-solving or evaluative skills.	Examples might include data interpretation and data analysis exercises and problem-based or problem-solving exercises.

#### d) CHANGING ASSESSMENTS AND ASSESSMENT WEIGHTINGS FOR TAUGHT COURSES

7.36.21 The assessment strategy for a unit will normally be agreed when the unit is approved and may only be varied subsequently through the appropriate quality assurance process (see AQF Section 4: Course and Unit Approval and Modification).

#### e) DESIGN OF ASSESSMENT TASKS FOR TAUGHT COURSES

7.36.22 Unit Leaders are responsible for preparing assessments, in consultation with those involved with the delivery of a course, and in line with the UIF. While questions should relate to the course actually delivered, they may include reference to material not actually taught, provided that students have been told explicitly (e.g. in the course documentation and assessment brief) that a particular subject would form part of the course aims and learning outcomes, and that students would be expected to undertake self-directed learning on such material.

7.36.23 The appropriate External Examiner must be asked to approve final assessments, and should be sent all relevant Assessment Briefs and UIFs to enable them to ascertain whether draft questions are fair and appropriate in relation to the course aims and learning outcomes.

7.36.24 Once all substantive changes requested by the External Examiner have been incorporated into an examination paper, the Head of Area may ratify the final version.



- 7.36.25 Where a Unit Leader does not act on all changes required by the External Examiner, or makes additional substantive changes to the paper, it must be returned to the External Examiner for final approval.
- 7.36.26 Course Leaders should ensure that full details of their course assessments, including a course assessment timetable<sup>47</sup>, are submitted to the Academic Registry by 31 October each year, thus ensuring that all examination papers are approved by the External Examiner and considered by the Scrutiny Board in good time.
- 7.36.27 Wherever possible, a model answer and marking scheme should also be sent to the External Examiner, indicating how total marks for each question can be achieved.
- 7.36.28 If a question paper is structured and / or if a question is in several parts, the question paper should indicate the weighting that will be apportioned to each component; this will assist candidates in allocating an appropriate proportion of the examination time to answer a particular question.
- 7.36.29 The UCO provides guidance on designing assessments, and different assessment methods, to faculty as and when required.
- 7.36.30 In finalising draft assessments, Heads of Area (or equivalent) must ensure that tutors prepare students sufficiently for assessment, and should ensure that assessments:
- Vary as appropriate from year to year.
  - Are developmental from level to level.
  - Are distinctive and require the demonstration of higher order skills and application of knowledge, not just the knowledge itself, especially at FHEQ Levels 6 and 7.
  - For highly weighted elements, such as projects and dissertations, contain mechanisms to monitor progress and the development of the final submission.
  - Are unit-specific.
  - Are set in relation to any practical skills that may be required.
- 7.36.31 The Scrutiny Board must approve all assessment briefs, examination papers, and associated assessment guidance prior to their publication to students.

## 7.37 STUDENT SELF-ASSESSMENT

- 7.37.1 Students are provided clear Learning Outcomes and Assessment Criteria for each unit that they study, which is contained within each UIF.
- 7.37.2 Students are also provided with detailed assessment briefs.
- 7.37.3 When submitting assignments, students should be encouraged to engage in self-assessment by using the aforementioned information.

## 7.38 ASSESSMENT OF GROUP WORK

- 7.38.1 Group and team working skills are important abilities, and are features of most curricula. The importance of group working skills to students' employability (the ability to listen, question, persuade, participate and, where necessary, lead) means that group work should feature in assessment practices. However, for the purpose of summative assessment students' grades at all levels must reflect their individual abilities rather than those of the group of which they are part. Therefore, no collective group grades are normally permissible.
- 7.38.2 Unit Leaders must have in place processes to ensure that individual grades can be ascribed. This may include a range of activities including supervisory meetings, observation, journals,

individualised activities within a group project, personalised reflection, etc. It may not use a process in which students ascribe grades to other students' contributions, although such practices can be used for formative feedback.

- 7.38.3 In some subject areas the production of collective output can be fundamental to the learning outcomes of the unit. In such circumstances group grades may be permissible. However they are:
- Only allowed at FHEQ Levels 4 and 5 (because of the increased significance of grades to distinction calculations at FHEQ Levels 6 and 7).
  - Restricted to a maximum of 20% of the overall assessment weighting of a unit.
  - Permitted only once at any academic level.
- 7.38.4 Claims for exemption must be explicitly identified on the appropriate UIF, and agreed through the course approval and review process by justification to academic peers in the context of the course and its intended outcomes.

## 7.39 WRITTEN EXAMINATION PAPERS

- 7.39.1 Written examinations have an important role to play in assessment strategies, and help to authenticate the level of attainment of the student.
- 7.39.2 In designing written examinations, the following should apply:
- Written examinations must test the higher order skills appropriate to the academic level of study.
  - Written examinations must vary appropriately from year to year.
  - Written examinations should not normally be of more than three hours' duration.
  - FHEQ Level 4 examinations should not normally be of more than two hours' duration.
  - Alternative forms of written examination may be shorter; for example multiple-choice and computer-based examinations may be of one hour duration.
  - Since written examination papers are available to students, examiners are advised that questions should not generally be repeated within a period of three years.
  - Where a written examination is of the open book kind, in which students are permitted access to texts and other materials during examinations, the nature of the questions must not be such that students are dependent on one or more specific texts to which not all may have access. If students require access to specific material, such as a case study, or a professional standard, or a statute, copies should be provided for any student who has not brought a copy to the examination room.

## 7.40 COMPUTER-BASED EXAMINATIONS

- 7.40.1 Computer-Based Examinations (CBEs) are subject to the same regulations as any other examination, and are normally undertaken only using server-based, centrally-supported system(s) scheduled through the Academic Registry Department.
- 7.40.2 CBEs may be set at any level of study up to and including FHEQ Level 7, provided that the assessment approach and question design are appropriate.
- 7.40.3 Students must be familiar with the CBE system to be used before they undertake a summative exam.
- 7.40.4 The procedure for converting the percentile outcome of a CBE to the UCO's 16-point Grading Scale should be agreed in advance.

- 7.40.5 A paper copy of each CBE must be available in the Academic Registry Department for duplication in the event that the electronic delivery of the CBE cannot be accomplished.

## 7.41 RE-SIT ASSESSMENTS

- 7.41.1 Re-sit assessments should be set at the same time as initial assessments and undergo the same level of scrutiny and approval.
- 7.41.2 The type and format of the re-sit assessment should, as far as is practical, be similar to those of the assessments of the initial presentation.
- 7.41.3 Re-sit written examination papers should differ from those set in the initial assessment, but be of a similar format.
- 7.41.4 In determining the nature of the re-sit task for assessments other than written examinations, Unit Leaders should consider how students can demonstrate the learning outcomes whilst maintaining the integrity of the assessment system. The academic level and nature of the assessment task will be a key factor. For example, assessments based on project work may require re-submission whilst those based on essay topics may require a new topic to be set to prevent plagiarism.
- 7.41.5 Re-sit tasks will be completed to a specified deadline ensuring that students have adequate time to complete the task set.
- 7.41.6 Re-sit examinations will be held at specified time periods, unless otherwise confirmed through academic appeal or Special Circumstances.
- 7.41.7 Re-sit assessments or re-submission of failed work will be awarded a maximum (capped) grade of D-. However, students will be provided with the grade that the work would have received prior to being capped.

### a) RE-SIT REQUIREMENTS

- 7.41.8 Students will be notified of the nature and timing of re-sit examinations and assessments.
- 7.41.9 Students are responsible for observing information about re-sit requirements, including details of the re-sit assessment and dates and times of re-sit examinations.

### b) RE-SIT ATTEMPTS

- 7.41.10 Normally students are only allowed to re-sit an assessment once, and only within the re-sit assessment period scheduled at the beginning of each academic year.<sup>48</sup>
- 7.41.11 If the student fails to pass the assessment at the re-sit attempt, the Board of Examiners may offer the student the opportunity to retake the Unit, including all of its assessment components, in the next academic year, in line with the progression criteria for the course of study.

## 7.42 PROVIDING INFORMATION TO STUDENTS REGARDING ASSESSMENTS

- 7.42.1 Unit Information Forms must inform students about the form and likely timings of examinations and assignments. In addition, students must be informed about how they may access regulations specific to their course of study, including regulations for progression (progression criteria), eligibility for awards, and appealing against academic decisions.
- 7.42.2 The Registrar will provide a definitive schedule of examinations and assessment submission dates which will be published on the UCO's Virtual Learning Environment (BONE) well in advance of the examination period.

- 7.42.3 All academic staff must be made aware of the following information concerning assessments and communication with students:
- a) That great caution must be exercised when informing students about the content (as opposed to the structure) of an assessment, and should be sufficiently broad so as not to give students an unfair advantage in completing the assessment.
  - b) That the structure and / or content of an assessment should be provided in writing, and made available to all students (preferably in the Unit Information Form).
  - c) That the actual examination paper must be consistent with the information provided to students.
  - d) That all assessments must relate to the learning outcomes for a course, and should be indicated in the Course Information Form given to all students at the start of a course.
- 7.42.4 Information for students in regard to assessments, including the deadlines for submission of in-course assignments and the consequences and penalties for late or non-submission of material for assessment, should be provided to all students at the beginning of each academic year.

## 7.43 ASSESSMENT BRIEFS

- 7.43.1 For each assessment, students should be provided with clear details of the nature of the assessment task, the associated assessment criteria and other relevant information in the form of an assessment brief<sup>49</sup>.
- 7.43.2 Typically an assessment brief will include the following elements:
- a) Title of the assignment.
  - b) The task clearly articulated.
  - c) Contribution of the assignment to the unit overall grade (as a % weighting, or, where multiple assessments contribute to the final grade point, the nature of the contribution from this assessment).
  - d) The relationship of the task to the unit through details of the learning outcomes being assessed.
  - e) Information on how the task can be completed successfully through guidance and / or the provision of the associated assessment criteria, and any additional appropriate guidance.
  - f) Details / entitlement of any support available during the period up to submission, including any opportunities for the developmental review of progress.
  - g) Any word-limit / time-limit specifications.
  - h) Any expectations about the presentation of work (for example the file format accepted: PDF, MSWord, etc.).
  - i) Opportunities for reflection on the task, including self-assessment opportunities.
  - j) The procedures for submitting the work, making the presentation, etc.
  - k) The projected date for the return of assessed work where appropriate (students should receive feedback on in-course assessments within 6 weeks of submission).
  - l) Details of how the feedback will be provided.

## 7.44 ASSESSMENT CRITERIA

- 7.44.1 Assessment criteria set out what is expected of students and should relate to the learning outcomes set for the unit.
- 7.44.2 The broad criteria for assessment are set out in the UCO's Common Assessment Grading Scheme (CAGS).
- 7.44.3 Assessment criteria should be shared with students in advance of the completion of assessments via UIFs or assessments briefs where applicable.

## 7.45 MARKING SCHEMES

- 7.45.1 Marking schemes are aids used by examiners to assist in the marking of student assessments. They vary with the nature of assessments and should be considered as a much more detailed version of assessment criteria, since individual marks may be attached to identifiable components of the assessment.
- 7.45.2 While assessment criteria are made known to students via UIFs and assessment briefs to assist them in preparing their assessments with the necessary content and to the necessary standards, marking schemes are normally withheld from students as they contain details of acceptable answers or solutions to questions. They may be disclosed to students as part of the feedback process.
- 7.45.3 Marking schemes should be prepared at the same time as when the assessment is designed and should be submitted for scrutiny in the same way as assessment questions. Comparisons between what the students have been requested to do for the assessment and the associated marking scheme may highlight areas of ambiguity in the question or the task.
- 7.45.4 Marking schemes must be sent to the External Examiner along with draft examination papers, for their approval prior to being implemented.
- 7.45.5 An agreed marking scheme is essential in cases where there is more than one first marker, and to support consistency across work that is double or second marked.
- 7.45.6 Where appropriate, it is good practice to modify the marking scheme after reviewing a sample of student work to ensure that common misinterpretations of the questions or unforeseen alternative answers can be accommodated within the marking scheme.
- 7.45.7 Tutors are provided with sample marking schemes<sup>50</sup> to assist them in preparing their own. Ultimately, Tutors are expected to exercise autonomous judgement concerning the extent to which learning outcomes have been demonstrated by students.

## 7.46 FEEDBACK ON DRAFT ASSESSMENTS

- 7.46.1 The UCO does not prohibit feedback on draft assessments. However, any such practices must adhere to the policy and guidance provided in the Draft Assessment & Proof Reading Policy and Guidance for Students and Staff<sup>51</sup>, and should be noted on specific Assessment Briefs<sup>52</sup>.
- 7.46.2 Tutors should not provide feedback on drafts that individual students submit to them for comment other than that specified on assessment briefs, since this may unintentionally favour those students.
- 7.46.3 All tutors must consistently use the agreed approach to the provision of feedback on draft work.
- 7.46.4 Only one instance of feedback per assessment is normally permissible (i.e. students cannot submit, amend, and then re-submit for additional formative feedback) before the final

submission, unless this has been agreed as part of the approval process as in some subject areas. Where such feedback is provided, it should be within a set timeframe, which enables students to receive the feedback from the tutor at least two weeks before the final submission date to allow students to respond to any issues raised.

- 7.46.5 Feedback on draft assessments may be constrained by a specific word limit (e.g. a rough draft of not more than 1000 words or an outline structure).
- 7.46.6 Feedback on draft assessments should give guidance on general areas of improvement, but must not include re-writing of text or other forms of direct tutor amendment of the student's work.
- 7.46.7 Assessment briefs should give an indication of the scope of the feedback that will be provided. For example, in some instances tutors may agree only to briefly scan a submission and provide feedback on style and presentation, whilst in others they may decide to provide more detailed general comments.
- 7.46.8 There is no grading of formative work and students should be informed that any feedback provided for a formative assessment is not indicative of the final grade that summative work will receive.

## **7.47 EXAMINING AND ASSESSMENT WHERE A MEMBER OF STAFF HAS A PERSONAL INTEREST, INVOLVEMENT OR RELATIONSHIP WITH A STUDENT**

- 7.47.1 Whilst it is actively discouraged for staff and students to pursue any form of relationship other than that of student and tutor, the UCO is aware that in exceptional circumstances a relationship between a member of staff and a student that extends beyond this professional boundary may develop. This includes friendship as well as any romantic relationship.
- 7.47.2 The UCO has therefore established a policy aimed at ensuring the integrity of the teaching, learning, and examining environment within the UCO regarding relationships between students and staff<sup>53</sup>.
- 7.47.3 The Relationships between Students & Staff Policy provides important safeguards for staff and students in close personal relationships, with the objectives of ensuring that the progression of the student is managed entirely on a professional basis, and protecting staff from potential allegations of favouritism and unfairness.
- 7.47.4 Members of staff are required to declare any personal interest, involvement or relationship with a student to their Line Manager.
- 7.47.5 The member of staff shall not have advance sight of questions which are to be answered under examination conditions across all units in the course of study in the year in which the student is enrolled.
- 7.47.6 It is mandatory that a member of staff does not undertake assessment of the student's work, and examination papers should be prepared independently of the member of staff.
- 7.47.7 The student's assessed and examined work (in the particular year of study) shall be double marked and forwarded to the relevant External Examiner(s) for approval as appropriate.
- 7.47.8 The member of staff shall temporarily withdraw from any meetings, including Boards of Examiners, when the student's specific case is being discussed.

## **7.48 EXAMINATION AND ASSESSMENT PROCEDURES**

- 7.48.1 There are specific rules and regulations regarding the conduct of examinations. These are detailed in the Examination and In-Course Assessment Regulations<sup>54</sup> and in the Examination Invigilators' Procedures & Guidelines<sup>55</sup>.



## 7.49 COMPLETING ASSESSMENTS ON TIME

- 7.49.1 It is the responsibility of students to make themselves aware of and available to attend examinations at the specified time and place, properly equipped and prepared, and to submit assessments as required in line with the UCO's Examination and In-Course Assessment Regulations.
- 7.49.2 Tutors may not approve extensions to deadlines for assessments. Only the Registrar may approve extensions to deadlines for assessments.

## 7.50 SPECIAL CIRCUMSTANCES

- 7.50.1 Students must provide the Registrar with any relevant information regarding personal circumstances that may have affected their on-going performance or a specific assessment, which they wish to be taken into account. This information should be provided as soon as is reasonably possible, using the Special Circumstances Policy & Procedure<sup>56</sup>.
- 7.50.2 All claims for Special Circumstances should be considered in line with the approved UCO process detailed in this policy.

## 7.51 STANDARDS OF ACADEMIC PRACTICE

- 7.51.1 A guide to good academic practice is included in the UCO's Academic Discipline Policy and Procedures<sup>57</sup>.
- 7.51.2 If a student is found to have cheated, or has attempted to gain an unfair advantage in an assessment, disciplinary procedures will be implemented<sup>58</sup>.
- 7.51.3 The Academic Conduct Panel has the authority to deem the student to have failed part or all of the assessment, and may determine whether the student shall be allowed to be reassessed.

## 7.52 ACCESSING FEEDBACK AND GRADES

- 7.52.1 Assessment feedback is normally provided electronically, in line with the UCO's Student Feedback Policy (Section 7.58).
- 7.52.2 Provisional assessment grades are also made available to students electronically.
- 7.52.3 Students are responsible for collecting, accessing and engaging with any assessment feedback provided.

## 7.53 SUBMISSION OF WORK

- 7.53.1 Written assignments must be submitted by students in accordance with the procedures in the Examination & In-Course Assessment Regulations<sup>59</sup>, and by the deadlines specified in assessment briefs.
- 7.53.2 Proof of submission will be provided and must be retained by the student as evidence that the work has been submitted.
- 7.53.3 Other forms of in-course assessments, such as oral presentations, must be acknowledged by written confirmation given to the student that the assessment task has been carried out.
- 7.53.4 When submitting work for assessment, students are expected to comply with all instructions issued in the assessment brief.
- 7.53.5 All text-based assignments are normally submitted by the UCO to the Turnitin Plagiarism Detection Service.



- 7.53.6 Where the assessment brief specifies that both on-line and hard copy submission is required, then failure to submit either element counts as a failure and will receive a Grade F.
- 7.53.7 Students are responsible for submitting the correct piece of work and version, and for any work submitted on their behalf and at their request by another.
- 7.53.8 Written work presented for assessment must be word processed (unless stated otherwise), legible and comprehensible.
- 7.53.9 Examiners may reject work which does not meet reasonable standards of presentation, and this may result in a fail grade being awarded.
- 7.53.10 All written work must be presented in English or the language of study confirmed at course approval.

## 7.54 ASSIGNMENT DEADLINES

- 7.54.1 The week in which assignments are due for submission is stated in the UIF.
- 7.54.2 The date and time by which submission is required is determined by the Unit Leader and will be included on the assessment brief.
- 7.54.3 Submission, whether by electronic or other means, is normally by 3pm (15.00) for full-time students and 8pm (20.00) for part-time students on the designated date.

## 7.55 ANONYMITY

- 7.55.1 All written examination scripts and assignment submissions must be anonymous, meaning students should only be identified by candidate number to markers.
- 7.55.2 Wherever feasible, in-course assessments should be submitted and graded anonymously. The following exemptions apply:
- Assessments in which the identification of candidates is central to the process (e.g. OSPEs, CCAs, presentations, vivas, the observation of professional practice, etc.).
  - Assessments in which the production of the work has been closely supervised by the assessor (e.g. projects, dissertations, some form of portfolio etc.).
  - Assessments for which anonymous grading would be in contravention of a code of practice of a professional accredited course.
  - Assessments which have a significant formative purpose (e.g. assessments early in the first stage) and which account for 20% or less of the grading for the unit.
  - Other circumstances which may be identified by Course Teams in accordance with the above principles.
- 7.55.3 Where students' assessments have been graded anonymously, the student's identity may be established as soon as internal grading and moderation is complete.
- 7.55.4 The staff who enter assessment grades and compile lists for Boards of Examiners should list students by name and not by number. Feedback to students may refer to students by name.
- 7.55.5 Exceptionally, in the student's interests, the "anonymity" rule may be waived and the circumstances relating to an individual candidate brought to examiners' attention by prior approval of the student and Registrar (for example students with disabilities).

## 7.56 WORK LOST AFTER SUBMISSION OR EXAMINATION

- 7.56.1 In the exceptional event of the grade for an assessment (recorded or receipted as completed) not being available due to unforeseen circumstances, students will be asked for a duplicate

copy of the lost assessment where appropriate. If students are unable to provide a duplicate copy and there is clear evidence of a submission, then the Board of Examiners will derive an appropriate grade based on the overall performance by the student.

7.56.2 If work or grading sheets are lost by an examiner, the Unit Leader with the Course Leader and the External Examiner will review the situation and make a recommendation to the Chair of the Board of Examiners on students' performance. This may be based upon class performance or other sections of the assessment completed.

## 7.57 MARKING AND GRADING

### a) COMMON ASSESSMENT GRADING SCHEME

7.57.1 The UCO uses a Common Assessment Grading Scheme (CAGS) (shown in [Table 7.6](#)) that is used to grade all taught courses leading to an award of the UCO. This ensures that a consistent and transparent approach to the way in which student assessment is marked and reported on across all taught courses is used. It also enables comparable levels of student achievement to be recognised (in line with the UK Quality Code Chapter B6 Assessment of students and the recognition of prior learning<sup>60</sup>).

7.57.2 A variance to the CAGS, for instance due to specific course requirements, must be agreed at course approval. In such cases a Variance to the Academic Regulations Form<sup>61</sup> will be completed at course approval noting the modified grading scheme and will be communicated to students through their Course Handbook.

TABLE 7.6: COMMON ASSESSMENT GRADING SCHEME (CAGS)

PASS GRADES		
Grade	Equivalent Point on the Sixteen Point Grading System	Signifies
A +	16	Excellent work. Fully achieves the Learning Outcomes in accordance with the Level Descriptors.
A	15	
A -	14	
B +	13	Generally good work but with some minor defects. Ably achieves the Learning Outcomes in accordance with the Level Descriptors.
B	12	
B -	11	
C +	10	Generally sound work, but with a small number of errors or omissions. Satisfactorily achieves the Learning Outcomes in accordance with the Level Descriptors.
C	9	
C -	8	
D +	7	Adequate work but with a number of significant errors or omissions. Marginally achieves the Learning Outcomes in accordance with the Level Descriptors.
D	6	
D -	5	

FAIL GRADES		
Grade	Equivalent Point on the Sixteen Point Grading System	Signifies
E +	4	Unsatisfactory work with a significant number of serious errors and omissions. Marginally fails to achieve the Learning Outcomes according to the Level Descriptors.
E -	3	
F	2	Work of a very poor standard containing little of discernible merit. Clearly fails to achieve the Learning Outcomes according to the Level Descriptors.
F – N/S	0	No submission of course work.
G	0	Work contains cause for concern on issues of safety.

## b) USING THE COMMON ASSESSMENT GRADING SCHEME

7.57.3 The CAGS uses a 16-point grading scale which equates to an alphabetical grade providing a measure of achievement.

7.57.4 Students' work should be graded using the alphabetical grade; the corresponding 16-point grading scale numbers are used to calculate average unit grades from individual pieces of work.

## c) PASS GRADE AND CONDONED PASSES

7.57.5 The pass grade for assessments is a Grade D-. This pass grade applies to each piece of work in each unit and to each unit overall.

7.57.6 Assessors should be aware that students who gain an aggregate unit grade of a D- (5 Points), with a minimum grade of an E+ (4 Points) in any one element of assessment and thus has demonstrated achievement of the specified learning outcomes, will be awarded a condoned pass for the E+ grade and will therefore pass the unit concerned and obtain credit ascribed to that unit.

7.57.7 No more than one assessment may be condoned in any one year.

7.57.8 Further details of progression criteria can be found in Course Handbooks.

7.57.9 Grades awarded by assessors are subject to review through moderation processes and approval through the Boards of Examiners process (see AQF Section 11: External Examining and AQF Section 12: Boards of Examiners).

## 7.58 AWARDING OF ACADEMIC CREDIT

7.58.1 As defined by the QAA, academic credit is "a means of quantifying and recognising learning whenever and wherever it is achieved"<sup>62</sup>.

7.58.2 Students may gain academic credit at the UCO by:

- a) Being awarded a pass grade for a unit in which case the credit given is specific credit.
- b) Being credited with a unit on the basis of the Recognition of Prior Learning (RPL) in which case the credit given may be specific credit for an individual in line with the RPL Policy<sup>63</sup>.

## 7.59 THRESHOLD STANDARDS AND EXTERNAL BENCHMARKS

7.59.1 In establishing the threshold standards for awards, units, individual assessment tasks, and the manner in which assessments are conducted, academic staff must make use of appropriate external reference points. These include:

- a) The UK QAA Quality Code for Higher Education Part A<sup>64</sup>. This external reference point helps establish the standards of awards by providing expectations about the use of:
  - i. Qualification Frameworks including the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) which applies to degrees, diplomas, certificates and other academic awards (other than honorary degrees and higher doctorates) granted by a higher education provider in the exercise of its degree awarding powers.
  - ii. Characteristic Statements that describe the distinctive features of qualifications at a particular level within the Qualifications Frameworks.
  - iii. Credit Frameworks as a means of quantifying and recognising learning whenever and wherever it is achieved.
  - iv. Subject Benchmark Statements that help to establish the standards set by different subjects at undergraduate level, and in some areas at Master's level, by providing expectations about the subject and qualification level of programmes of study. This includes the Osteopathy Benchmark Statement (GOsC 2015), which outlines the requirements expected of Recognised Qualification status pre-registration osteopathy programmes of study by the General Osteopathic Council.
- b) Credit level descriptors produced by SEEC, which help establish the academic level in a range of settings<sup>65</sup>.
- c) The Osteopathic Practice Standards<sup>66</sup> produced by the GOsC, which play a central role in the requirements for osteopathic training.

7.59.2 Each course that the UCO approves is required to be mapped to the UK Quality Code<sup>67</sup> for Higher Education to ensure that it meets QAA requirements.

## 7.60 CONSTRUCTIVE ALIGNMENT

7.60.1 The constructive alignment of learning outcomes, teaching, and assessment must be evident in the design of all courses and units and in the associated assessment tasks.

7.60.2 Assessment tasks are designed to test the attainment of stated learning outcomes at the appropriate level of learning; teaching activities and the learning opportunities provided should help and support this process.

## 7.61 ASSESSMENT ELEMENTS, METHODS & TASKS

7.61.1 Methods of assessment together with their relative weightings are determined at the time of course approval or revision of a unit, and are specified on Unit Information Forms.

7.61.2 The UCO has a defined range of assessment methods for recording and reporting purposes, including statutory data returns.

7.61.3 The UCOs agreed assessment methods are shown in [Table 7.7](#).

TABLE 7.7: AGREED ASSESSMENT METHODS

Assessment Type	Assessment Title	Description
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Written Exam	Timed Written Exam	The traditional, timed written exam usually consists of a choice of questions - the number, degree of choice and length of answer required depending on the length of the exam – that is undertaken on paper.
Written Exam	Multiple Choice Question Exam	A timed exam whereby students are required to select the correct answer from a list of possible answers - the number of questions depending on the length of the exam.
Written Exam	Computer Based Exam	A timed exam consisting of a choice of questions - the number, degree of choice and length of answer required depending on the length of the exam – that is undertaken on a computer.
Written Exam	Patient Management Problem (PMP)	PMPs are 'paper patients' that enable students the opportunity to see how they manage a standardised clinical situation. Students are given information about a patient and asked to outline their thinking about the problem, including what additional information they require. They are then given more information and asked how this changes their view. PMPs assess students' thinking and analytical ability.
Written Exam	Script Concordance Test (SCT)	An SCT assesses reasoning skills, specifically in situations with uncertain scenarios such as those in clinical subjects. It presents initial information and intended course of action or hypothesis. It then shows some further information and asks to what extent this supports the original course of action/hypothesis. This type of question does not have a correct answer so the marks for the different options are calculated from the opinions given by a number of experts. SCTs are typically undertaken using a computer.
Written Exam	Open Book Exam	A timed exam where students are permitted to take notes, texts or resource materials into the exam, enabling them to find and apply information and knowledge. Open Book Exams are normally used to assess subjects where reference to written materials are required, e.g. legislation or statistics.
Written Assignment (including Essay)	In-Course Essay	In-course essays usually consist of essay-type questions that students complete in their own time over a pre-determined period of time.
Written Assignment (including Essay)	Reflective Essay	Reflective essays enable students to analyse their experiences in order to gain further insights into their knowledge and to learn and improve by reflecting on their own experiences, opinions, events and new

		information.
Written Assignment (including Essay)	Portfolio Essay	An essay drawing on evidence and information collected as part of a Portfolio (see below). Relevant use of literature to critically inform the essay may also be expected as part of this assessment.
Written Assignment (including Essay)	Case Study	A written account providing information about a particular individual, group or situation over a period of time.
Written Assignment (including Essay)	Project Proposal	<p>A Project Proposal is a detailed description of a series of activities aimed at solving a certain problem or research question. The proposal shall normally include:</p> <ul style="list-style-type: none"> <li>• A valid and feasible research question or focused argument;</li> <li>• A background literature search on the research question or argument;</li> <li>• An appropriately justified Methodology section, including proposed methods for data collection and/or analysis;</li> <li>• Ethical considerations and approvals needed;</li> <li>• A project management plan.</li> </ul>
Written Assignment (including Essay)	Business Plan	A formal statement of intended career development including business goals and plans for attaining them.
Written Assignment (including Essay)	Poster	A Poster assessment usually involves a topic for the student to research and present on a poster.
Portfolio	Portfolio	A portfolio consists of a collection of learning materials comprising a representative sample of students' work to demonstrate their ability and progress. Portfolios are normally used in association with practical and clinical work. They have two main purposes: the first is to provide students with an on-going record of their achievement and progress on the course; the other is to provide evidence that students have met the learning outcomes associated with the programme. Portfolios are not normally assessed directly. Instead, a Portfolio Report is assessed to demonstrate what students have learned and the developments they have made, by drawing on the material in your portfolio which is used as evidence to demonstrate students' achievement.

Report	Portfolio Report	A written report drawing on evidence from a Portfolio (see below) to demonstrate what students have learned and the developments they have made.
Report	Portfolio Action Plan	An action plan drawing on evidence from a Portfolio (see below) that may be related to personal or professional development and may also draw on students' learning experiences, class room based learning and relevant literature.
Report	Clinic Tutor Reports	Clinic Tutor Reports are produced by clinic tutors and assess students' progress within the clinic environment. They are based on what clinic tutors observe during students' work in the clinic and will assess a number of elements including communication skills, diagnostic ability and students' ability to apply the more theoretical aspects of the course to patient problems as well as using osteopathic concepts in order to understand the conceptual nature of the patient's problem. Clinic Tutors will also report on students' professionalism including their general manner, behaviour and dress in and around the clinic.
Practical skills assessment	Video Analysis	A video analysis may be used to assess a practical task or simulate a particular environmental setting, such as clinical case history taking. The assessor evaluates students' performance and subsequently reviews the recording with the student.
Practical skills assessment	Objective Structured Clinical Examination (OSCE)	An OSCE is a more practical version of the PMP. The aim of an OSCE is to assess students' data-gathering skills, clinical reasoning and clinical management of a patient. Students are given information about a clinical case, but this time shall be asked to demonstrate the clinical procedures they would use to gain information to obtain an evaluative a hypothesis (or hypotheses). Students discuss the case with an assessor rather than writing their response, which gives them more opportunity to demonstrate the depth of their knowledge and understanding. An OSCE normally comprises of a number of 10-20-minute short assessments (known as stations).
Practical skills assessment	Objective Structured Practical Examination (OSPE)	Similarly to an OSCE an OSPE comprises of a series of 10-20 minute stations, each asking students a different question, normally related to performing an osteopathic technique (or equivalent). OSPE's are generally of a practical nature, but may also contain written stations.



Practical assessment skills	Objective Structured Clinical & Practical Examination (OSCPE)	A combination of the OSCE and OSPE as detailed above.
Practical assessment skills	Mini Clinical Exam (MCE)	An MCE is a clinical assessment that assesses students in relation to their competency and fitness to practise as an osteopath. Students will normally be asked to see new and continuing patients, gather relevant historical and examination evidence and critically discuss their understanding of the patient with the examiners. Assessors will be looking to see that students are able to competently assess, evaluate, diagnose and treat patients osteopathically by employing appropriate and effective skills and techniques in a logical and reasoned fashion, whilst maintaining a professional standard of practice, are able to take responsibility for making justified and safe clinical decisions in the best interests of the patient, and are able as to treat and manage them appropriately.
Oral assessment and presentation	Group Presentation	Students work in small groups to produce a presentation based on a specific topic or question. During the presentation students shall be required to discuss their views and be expected to support their work by drawing on classroom and experiential evidence to inform your discussion. Students will then normally answer questions from a panel of assessors at the end of their presentation.
Oral assessment and presentation	Case Presentation	Case Presentations are opportunities for students to present a case study in depth. Case Presentations include identifying the salient features of the problem, clarifying difficult or ambiguous issues and coming to some kind of conclusion. Normally a Case Presentation will have a particular focus – for example to demonstrate some of the health care concepts inherent in a clinical case.
Oral assessment and presentation	Dissertation Oral Presentation	The Dissertation Oral Presentation requires students to provide a synopsis of their research which integrates new knowledge by taking into account provided feedback on the written submission. Students may also be required to reflect on how osteopathy may be integrated with their existing clinical practice, taking excellence in patient care into account.
Oral assessment and presentation	Viva	An examination where students answer questions verbally.
Dissertation	Research Paper /	A major piece of academic research work enabling

	Project / Dissertation	students to demonstrate that they have an enquiring and analytical mind.
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7.61.4 Additional assessment methods for inclusion in the above listing may be included at Course Approval (see AQF Section 4: Course and Unit Approval Modification).

## 7.62 WORK NOT MEETING THE THRESHOLD STANDARD

7.62.1 The established pass mark of all assessments leading to an award of the UCO is a Grade D-. Similarly, the established unit pass mark is also a Grade D-.

7.62.2 If a summative assessment does not meet the threshold standard (i.e. the established pass mark), assessors will be asked to make an academic judgement as to whether it can be condoned by good performance elsewhere in the unit. If assessors judge that it is condonable this is reported to the Board of Examiners. The Board of Examiners may then award a Condoned Pass for that assessment.

7.62.3 Normally Grades of E+ and E- only are considered to be in the condonable range provided the Unit has been passed with a Grade D- overall.

7.62.4 Pre-registration osteopathic students may be eligible to have Level 4 and 5 units compensated in line with the UCO's Compensation & Condonement Policy for Pre-Registration Osteopathic Courses should they not attain the threshold standard.

7.62.5 Some units may not be eligible for condonement or compensation due to professionally-relevant or practical elements. These units shall be identified in Course Handbooks and / or Course Information Forms or in a policy, such as the Compensation & Condonement Policy for Pre-Registration Osteopathic Courses, as appropriate.

7.62.6 Students may hand in assignments up to a week after the deadline date. These will be identified as a late submission). Grades for late submissions will be capped at a Grade D-.

7.62.7 Students who do not hand in their assignments over a week late (and have no approved special circumstances) are deemed to have failed that element of assessment, and will receive a non-submission (F - N/S) in the grade column and a 0 score.

7.62.8 Internal examiners should use the full range of grades available to them in the process of confirming the mark for a composite assessment task, in line with the relevant Common Assessment Grading Scheme (see [Table 7.6](#)).

7.62.9 If a student has failed to meet the threshold standard due to particular circumstances, for example a student with disabilities or Special Circumstances, these may be brought to examiners' attention by prior approval of the student and the Registrar. This will then be considered by the Board of Examiners.

## 7.63 GRADING ON A PASS/FAIL BASIS

7.63.1 Grading on a pass/fail basis is not permitted except for zero weighted assessments. All other assessments leading to the award of academic credit must be graded on the 16 point grade scale.

## 7.64 WORD LENGTH AND FORMAT OF ASSIGNMENTS

7.64.1 If written assignments exceed the stipulated number of words by a margin of more than 10%, normally the first part of the text up to the assignment limit only should be graded.

7.64.2 If work is not submitted in the specific format required, the work may be downgraded or the Board of Examiners may resolve that it should not be graded.

## 7.65 VIVA VOCE EXAMINATIONS

- 7.65.1 Examiners may exceptionally choose to examine any student using a viva voce examination in addition to the assessment/s specified on the UIF.
- 7.65.2 This form of assessment should be applied only sparingly, but may properly be used:
- As part of the validated assessment for a unit; typically vivas are used for extended pieces of work such as dissertations or projects, and it is important that the assessment process is open to the same security as other forms of assessment, including provision for the External Examiner to review the outcomes.
  - Where recognised disability means that a viva is an appropriate and approved form of assessment replacing the normal assessment task.
  - Where, whatever the initial assessment task, there are concerns about the authenticity of the student's work; in these circumstances vivas must not be used to grade work.
- 7.65.3 The UCO does not viva students in borderline distinction classifications.
- 7.65.4 Students must attend viva voce examinations as required. Students should normally be given at least five working days written notice of a potential viva. Where students do not attend, tutors will make judgements on the basis of the information available to them, and students will have no right to request another viva opportunity.
- 7.65.5 Further information is provided in the Guidance on the Conduct of Viva Examinations<sup>68</sup>.

## 7.66 AWARDS WITH COMMENDATION, DISTINCTION OR CLASSIFICATION

### a) INTEGRATED MASTER OF OSTEOPATHY (FULL-TIME)

- 7.66.1 The UCO awards distinction for its M.Ost (Full-Time) award according to the following calculation:
- For the final two years of the M.Ost (Full-Time) course (i.e. for those units studied at FHEQ Level 6 and Level 7) students' overall unit grades are allocated scores as follows:  
A = 6  
B = 5  
C = 4
  - These scores are totalled over the final two years of study.
  - Students who achieve a total score of 45 or more over the final two years of study are eligible to be awarded an M.Ost with Distinction.
- 7.66.2 Boards of Examiners do not have the discretion to award an M.Ost with Distinction where the totalled score is 44 or less.

### b) INTEGRATED MASTER OF OSTEOPATHY (PART-TIME)

- 7.66.3 The UCO awards distinction for its M.Ost (Part-Time) award according to the following calculation:
- For both FHEQ Level 6 and Level 7 units studied during the final three years of the M.Ost (Part-Time) course, students' overall unit grades are allocated scores as follows:  
A = 6  
B = 5

C = 4

- ii. These scores are totalled over the final three years of study.
- iii. Students who achieve a total score of 45 or more over the final two years of study are eligible to be awarded an M.Ost with Distinction.

7.66.4 Boards of Examiners do not have the discretion to award an M.Ost with Distinction where the totalled score is 44 or less.

### c) BSc (HONS) IN OSTEOPATHIC STUDIES (FULL-TIME) EXIT AWARD

7.66.5 Students who satisfy the requirements for a BSc (Hons) in Osteopathy (Full-Time) as an exit award may be awarded one of the following levels of classification:

- First
- Upper Second
- Lower Second
- Third

7.66.6 A formula, based on overall unit grades at FHEQ Level 5 and FHEQ Level 6, shall be used to calculate the level of classification. Any Level 7 credits are counted as Level 6 for the purpose of classification calculation.

7.66.7 Points are allotted for the unit total grade for each unit completed at Level 5 and Level 6 as follows:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point

7.66.8 Students are required to successfully complete all units at Level 5 and Level 6.

7.66.9 Any units that have been credited through Recognition of Prior Learning will not contribute to the calculation.

7.66.10 There are five units at Level 5 and five units at Level 6. Each overall unit grade is given a value that is weighted in relation to the number of credits the unit carries. Level 6 units are also counted at twice the value of Level 5. The total score for each student is calculated as follows:

Number of Points of Level 5 Units (Level 5 Credit Value x Grade Point Equivalent)

+

Number of Points of Level 6 Units (Level 5 Credit Value x (Grade Point Equivalent x2))

= Total Number of Points Awarded

7.66.11 The range of scores for which a classification may be awarded is between 1440 and 360. Classifications are awarded within 4 bands within this range:

- First: 1171-1440
- Upper Second: 901-1170
- Lower Second: 631-900
- Third: 360-630

#### d) BSc (HONS) IN OSTEOPATHIC STUDIES (PART-TIME) EXIT AWARD

7.66.12 Students who satisfy the requirements for a BSc (Hons) in Osteopathy (Part-Time) as an exit award may be awarded one of the following levels of classification:

- First
- Upper Second
- Lower Second
- Third

7.66.13 A formula, based on overall unit grades at FHEQ Level 5 and FHEQ Level 6, shall be used to calculate the level of classification. Any Level 7 credits are counted as Level 6 for the purpose of classification calculation.

7.66.14 Points are allotted for the unit total grade for each unit completed at Level 5 and Level 6 as follows:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point

7.66.15 Students are required to successfully complete all units at Level 5 and Level 6.

7.66.16 Any units that have been credited through Recognition of Prior Learning will not contribute to the calculation.

7.66.17 There are seven units at Level 5 and six units at Level 6. Each overall unit grade is given a value that is weighted in relation to the number of credits the unit carries. Level 6 units are also counted at twice the value of level 5. The total score for each student is calculated as follows:

Number of Points of Level 5 Units (Level 5 Credit Value x Grade Point Equivalent)

+

Number of Points of Level 6 Units (Level 5 Credit Value x (Grade Point Equivalent x2))

= Total Number of Points Awarded

7.66.18 The range of scores for which a classification may be awarded is between 1440 and 360. Classifications are awarded within 4 bands within this range:

- First: 1171-1440
- Upper Second: 901-1170
- Lower Second: 631-900
- Third: 360-630

7.66.19 If a student successfully completes the Research and Enquiry credits at level 7 in year 4, for the purpose of this calculation, these credits may be considered equivalent to level 6 credits if the student fails to achieve 20 credits at level 6 in either The Functioning Human or Patient Care. If their grade for Research and Enquiry in year 4, Level 7 is higher than either of Functioning Human or Patient Care in year 4, level 6 it will contribute to their honours classification calculation and will replace the lower grade in either of the other two 20 credit units in year 4.

#### e) MASTER'S TAUGHT AWARDS

7.66.20 Students who satisfy the requirements for a Master's degree may be awarded a Master's degree with Distinction if they have fulfilled the following criteria:

- i. Attained a grade of 14/A- or above in 60 credits, including the dissertation stage, and
- ii. Attained a grade of 13/B+ or above in at least half the remaining credits.

7.66.21 Students who satisfy the requirements for a Master's degree may be awarded a Master's degree with Commendation if they have fulfilled the following criteria:

- i. An average grade of 11/B- or greater, and
- ii. no more than 30 credits with a grade of less than 8/C-.
- iii. If there are 15 credits of less than 8/C- there must be 15 (or more) credits with a grade of more than 13/B+, or
- iv. If there are 30 credits of less than 8/C- there must be 30 (or more) credits with a grade of more than 13/B+.

#### f) POSTGRADUATE DIPLOMA AWARDS

7.66.22 Students who satisfy the requirements for a Postgraduate Diploma as an exit award may be awarded a Postgraduate Diploma with Distinction if he or she has attained a grade of 13/B+ or above in at least 60 academic credits.

7.66.23 Students who satisfy the requirements for a Postgraduate Diploma as an exit award may be awarded a Postgraduate Diploma with Commendation if a majority of his or her credit is at 11/B- or higher.

### 7.67 FACTORS AFFECTING ASSESSMENT AND BOARDS OF EXAMINERS

7.67.1 This section provides information specifically on marking and other factors affecting assessment and its relationship to the Board of Examiners. Full details about the function of Boards of Examiners are provided in AQF Section 12: Boards of Examiners.

7.67.2 Where a member of the academic staff believes that one or more students have been impacted by UCO action, or by circumstances other than personal circumstances processed by the Registrar (an example being unexpected disturbance of an examination, or an assessment profile that does not appear to have operated effectively etc.), this must be raised in advance of the Board of Examiners with the relevant Course Leader and Head of Area, thus allowing them to consider any actions that might be recommended to the Board of Examiners.

7.67.3 Such factors affecting assessment must be considered by the relevant Portfolio Board and Pre-Board of Examiners<sup>69</sup>.

7.67.4 Similarly, where the performance profile of a unit is at variance with the general performance of the cohort, or reflects a continuing problem in the operation of the unit such that the grades may reasonably be held not to reflect satisfactory assessment of a unit, this should be identified by the relevant Heads of Area to the relevant Portfolio Board for consideration in advance of the Board of Examiners.

7.67.5 In all of the above cases:

- a) The relevant Portfolio Board and Pre-Board of Examiners must have considered the issues in advance of the Board of Examiners.

- b) Portfolio Boards must consider the circumstances and their impact to determine whether there was material impact on a students' performance (e.g. in respect of their performance in other similar assessments and units).
- c) External Examiners must be part of the process of consideration of any alteration to be made to the expected outcome (e.g. an additional attempt allowed).
- d) The decision and the reasons must be minuted in detail to ensure that the basis for any changes made is clear.

7.67.6 Students have the right to appeal against decisions made by the Board of Examiners. The UCO has an established Academic Appeals process<sup>70</sup> and the criteria for any academic appeal against a Board of Examiner's decision are detailed therein.

## 7.68 SANCTIONED STUDENTS

7.68.1 Students who are not in good financial standing but submit work for assessment will have their work assessed alongside that of other students for consistency, but may not have their grades processed by the Board of Examiners.

## 7.69 PROVIDING FEEDBACK AFTER ASSESSMENT

7.69.1 The provision of timely and high quality assessment feedback to students following assessment is considered to be of particular importance. It contributes to students' learning and enables them to identify areas in which they have performed well and areas in which they need to improve.

7.69.2 The UCO has an institutional policy regarding the provision of feedback to students (see Section 7.68), offers staff guidance on providing effective feedback to students<sup>71</sup> and provides students with guidance on how to use the feedback they receive to effectively improve their performance<sup>72</sup>.

7.69.3 Course tutors should emphasise to students the importance of using feedback to improve their performance.

## 7.70 ASSESSMENT FEEDBACK POLICY

### a) FEEDBACK ON ASSIGNMENTS

7.70.1 Work which is assessed during the course or unit, including project work and written assignments, must be returned as quickly as possible if it is to have a formative value for students (normally within six weeks of the submission date).

7.70.2 Exceptionally, where this is not achievable (for example due to staff absence), students must be notified as soon as is reasonably possible of the revised date and the reason behind the change.

7.70.3 All in-unit summative assignments must provide post-marking formative feedback via the approved UCO process as a minimum unless otherwise agreed as part of the approval of the unit concerned.

7.70.4 Students may have other opportunities to receive formative feedback, for example through in-class activities, practical classes and clinic. Where this is an additional part of the curriculum, Unit Leaders are free to amend such processes without further UCO approval, provided that all students within the cohort are treated equitably.

### b) FEEDBACK ON EXAMINATIONS



- 7.70.5 Students may be provided with generic or specific feedback on their individual performance in final assessments (including examinations) on request.
- 7.70.6 The Unit Leader or the tutor responsible for that assessment will, by appointment, review the paper with a student. Students will not be given their examination scripts to take away.
- 7.70.7 In addition, students normally receive generic examination feedback that considers their performance as a cohort.

## **7.71 ACCESS TO MATERIAL AFTER ASSESSMENT**

### **a) ACCESS TO MARKED ASSIGNMENTS & EXAMINATION SCRIPTS**

- 7.71.1 Hard copies of written coursework assignments, other than copies retained for external examining and archiving purposes, will normally be returned to students with any associated feedback.
- 7.71.2 Where students are not available to receive returned assignments, any uncollected work held by the Academic Registry will be confidentially destroyed at the end of the calendar year following the academic year of submission (e.g. uncollected work submitted at any point in the 2015/2016 academic year would, therefore, be destroyed on or after 31st December 2016).
- 7.71.3 All examination scripts will be retained until the end of the calendar year following the academic year of completion (e.g. exam scripts relating to the 2015/2016 academic year, would be destroyed on or after 31st December 2016), except for a sample of scripts, which will be retained for the full academic year (e.g. a sample of examination scripts relating to the 2015/2016 academic year would, therefore, be retained until the end of the 2016/2017 academic year).

### **b) ACCESS TO PAST & SPECIMEN EXAMINATION PAPERS**

- 7.71.4 The Academic Registry releases past examination papers to students two years after the original assessment was taken.
- 7.71.5 The Academic Registry is also responsible for forwarding past examination papers and associated marking schemes to the Library for reference by students; exceptions may be determined at the request of the Unit Leader with the approval of the Deputy Vice-Chancellor (Education).
- 7.71.6 Papers not normally released are multiple choice papers, computer-based examination papers, and those based on case studies which may be in part individual to particular students.
- 7.71.7 Specimen papers, however, for all types of assessment are made available to students.

## **7.72 ADMINISTRATION OF ASSESSMENTS**

- 7.72.1 The UCO has in place a range of assessment processes to ensure that standards are set at an appropriate level and are consistently applied. These involve assignment setting, moderation, external examining, and collective decision making at Boards of Examiners.

### **a) DRAFTING OF EXAMINATION PAPERS & ASSIGNMENTS**

- 7.72.2 Unit Leaders draft examination papers and assignments for assessment, and present them to the appropriate Head of Area for consideration, in line with dates confirmed by the Registrar. The Registrar convenes the Scrutiny Board<sup>73</sup>, whose role it is to ensure the peer review of all assessments, assessment briefs, and marking guidelines.

- 7.72.3 Cover sheets are required be prepared for every examination paper in accordance with the specimen cover sheet<sup>74</sup>. The cover sheet should provide details of the title, the duration of the examination, any special conditions that may apply, any materials that should be supplied to candidates, and direction to candidates about the choice of questions.
- 7.72.4 The Academic Registry is responsible for inserting the date and start time of the examination onto the cover sheet in line with the Assessment Schedule for the course of study.
- 7.72.5 The Registrar is responsible for the distribution of examination papers to External Examiners for comment, and will liaise with External Examiners, Unit Leaders and Heads of Area to ensure that standards are achieved, and that there are appropriate audit trails regarding the drafting and production of examination papers and assignment questions for Quality Assurance purposes.

#### **b) ASSESSMENT MODERATION PROCESS**

- 7.72.6 In seeking to achieve equity, validity and reliability in the assessment of student work, a range of moderation processes are employed at the UCO.
- 7.72.7 In the case of practical assessments such as Objective Structured Practical Examinations (OSPEs), Clinical Competency Assessments (CCAs) and Mini Clinical Exams (MCEs), a moderator is present at and oversees the assessment, to ensure that all examiners are assessing at the appropriate level and in a similar style.
- 7.72.8 In the case of in-course assessments and examinations, the Registrar ensures that all are marked in line with the UCO's Double and Second Marking Policy (see [Section 7.71: Double and Second Marking Policy](#)).
- 7.72.9 Heads of Area are responsible for agreeing at Portfolio Board level the appropriate moderation process for each assessment. This may involve the moderation of an initial sample prior to full grading, or moderation after the initial assessment of all the work by the principal marker.
- 7.72.10 Heads of Area may find it helpful to identify designated "moderation days" when all markers are present to engage in the moderation process.

#### **c) MODERATION OF EXAMINATION PAPERS & ASSIGNMENTS**

- 7.72.11 External Examiners are given the opportunity to moderate draft examination papers and assessment briefs where the work contributes to an award. Where computer-based examination is used, guidance on the moderation of such papers should also be given to External Examiners.
- 7.72.12 It is the responsibility of External Examiners and Course Teams to agree the extent to which assignments are considered. Such moderation is not normally applied to draft examinations and assessment details at FHEQ Level 4, however the UCO considers it good practice to provide all assessments at all FHEQ levels to External Examiners for review.

### **7.73 DOUBLE & SECOND MARKING POLICY**

#### **a) DOUBLE & SECOND MARKING PROCESSES**

- 7.73.1 Double and second marking are moderation processes put in place to help ensure fairness and objectivity in the assessment process.
- 7.73.2 In "double marking" a second assessor reviews a representative sample of students' scripts unaware of the grade or comments awarded by the principal marker.
- 7.73.3 In "second marking" a second assessor reviews a representative sample of students' scripts with full knowledge of the grade and comments made by the first marker. This process is

normally used at FHEQ Levels 4 and 5 where its purpose is to help ensure fairness and objectivity.

7.73.4 Second marking is also used to assist assessors less familiar with assessment at HE level and/or the UCO's standards. In this case the second marker will be an experienced member of staff and should provide feedback to the principal marker on both the level and the nature of the feedback provided.

7.73.5 The double and second marking processes employed in relation to the range of the UCO's provision are shown in [Table 7.8](#) below.

**TABLE 7.8: DOUBLE & SECOND MARKING PROCESSES**

<b>Context</b>	<b>Process</b>
FHEQ Levels 4 and 5	Sample second marking: 20% of the cohort, all A's and fail grades.
FHEQ Levels 6 and 7 (with the exception of projects and dissertations)	Sample second marking: 20% of the cohort (a minimum of 2 from each pass grade band), all A's and fail grades; if concerns or questions regarding marking/performance arises a broader sample should be reviewed.
FHEQ Levels 6 and 7 Project and Dissertations	Complete double marking by the UCO.
G Grade (safety issues)	Complete double marking by the UCO.  In the cases of practical assessments, review by the Head of Area and Course Leader of all of the markers comments and rationale for the award of the G Grade.

#### **b) DOUBLE & SECOND MARKING SAMPLE SIZE AND SELECTION**

7.73.6 The sample size for double and second marking should typically represent 20% of the assessment with a minimum of eight and a maximum of 35.

7.73.7 Sampling should pay particular attention to students awarded grades A, E, and F.

7.73.8 Where scripts for an assignment are divided between several principal markers the sample must include scripts marked by each principal marker.

7.73.9 If any student is awarded a G grade as part of any assessment staff are referred to the Student Fitness to Practise & Professional Behaviour Policy<sup>75</sup>.

#### **c) DOUBLE MARKING OF ORAL PRESENTATIONS**

7.73.10 Although presentations should be moderated in the same way as other assessments (that is by an appropriate sample), it is regarded as good practice for two members of lecturing staff to be present during the assessment of oral presentations.

7.73.11 Double marking or second marking must take place on a sample basis.

7.73.12 Where operational considerations make the attendance of two members of staff impractical, some other means of recording and reviewing the event (such as video) must be utilised.

7.73.13 Sample presentations at FHEQ Levels 5, 6 and 7 must be available for scrutiny by External Examiners.

#### d) DOUBLE MARKING OF COMPUTER BASED ASSESSMENTS

7.73.14 Computer marked work is not double marked, but the system of checking results must be secure enough to obviate the necessity for additional scrutiny.

### 7.74 ASSESSMENT SAMPLES SENT TO EXTERNAL EXAMINERS

7.74.1 External Examiners receive samples of examination scripts and other assessed work in good time before Boards of Examiners meetings for moderation.

7.74.2 The minimum basis for sampling is outlined in Section 7.73b: Double & Second Marking Sample Size and Selection may be extended through agreement with External Examiners in advance.

7.74.3 Boards of Examiners should only be held after External Examiners have had the opportunity to scrutinise and moderate scripts for any or all the assessments in a unit, especially the end of unit assessments.

7.74.4 A clear schedule must be set and maintained for the dispatch and return of work for scrutiny. If the schedule is not adhered to, the Board of Examiners should be provided with a report for the internal and external examiners regarding the reasons for the deviation from the schedule.

### 7.75 VISITING LECTURERS AND EXTERNAL ASSESSORS

7.75.1 The UCO appoints External Assessors in line with the External Assessors' Policy<sup>76</sup>.

7.75.2 Where visiting lecturers and external assessors are involved in the assessment of students, Unit Leaders are responsible for ensuring that the grading of the visiting lecturer or external assessor is included in the moderation process, and that appropriate additional steps are taken depending on his/her experience of the UCO and its standards.

### 7.76 AGREEING GRADES

7.76.1 Further to the Assessment Moderation Process (see Section 7.59b), first and second markers should seek to reach a consensus about the grade to be awarded for an assessment. In reaching agreement, markers should take into account a range of factors such as level of experience, detailed subject knowledge, and differing levels of scrutiny by first and second markers.

7.76.2 Where consensus is not possible, and where the first assessor is an inexperienced member of staff, then for 'second marking' the entire set of scripts should be reviewed and the grades awarded by the second marker applied after moderation by another experienced member of staff.

7.76.3 Where consensus is not possible, and where the first assessor is an experienced member of staff, then for 'second marking' and all 'double marking':

- i. Where there is close agreement (typically within a grade band, i.e. two grade points difference or less) between the first and second markers, the grade awarded will be the average of the two grades.
- ii. In the event of a serious disagreement on a piece of work between markers after discussion (typically more than a grade band, i.e. three grade point difference or more) a third marker may be assigned internally.

- iii. Exceptionally, if agreement proves impossible the work may be submitted to the External Examiner for final adjudication.

7.76.4 Where scripts are double or second marked both grades should be recorded but only the final agreed grade should be notified to the student.

## 7.77 ROUNDING UP AND ROUNDING DOWN

7.77.1 The UCO does not round up or down the grades for individual assessment points as recorded on its database. However, where multiple assessments contribute to one reporting point (e.g. multiple practical assessments contributing to one coursework mark) then the average grade for the assessments is determined to provide the final overall grade to be recorded on the UCO's database.

## 7.78 ANNOTATION OF EXAMINATION SCRIPTS

7.78.1 Students should receive clear and consistent feedback in line with the UCO's Feedback Policy (see [Section 7.68: Assessment Feedback Policy](#)).

7.78.2 There is no requirement to show on students' work that second or double marking has taken place. However, a clear record of the nature and extent of second and double marking should be kept by the Registrar and provided to the External Examiner.

7.78.3 Principal markers must mark all examination scripts, adding an indication where necessary of the reason(s) for the chosen grade.

## 7.79 MODERATION OF LATE SUBMISSIONS

7.79.1 Late submissions (i.e. after the moderation of the standard submission set), including any late submissions accepted on the basis of Special Circumstances or academic appeal, must be subjected to moderation, regardless of whether the moderation process has been completed in full within the standard submission set.

## 7.80 COLLECTING AND COLLATING GRADES

7.80.1 The Registrar is responsible for dispatching a document containing a list of student candidate numbers of all students registered for particular units(s) to individual assessors, on which the assessors should record grade(s) awarded to each student.

7.80.2 It is the assessor's responsibility to ensure that the file is completed and returned to the Registrar within the timeline agreed by Course Teams.

7.80.3 The Unit Lead should check for accuracy the document containing students' grades prior to its return to the Registrar.

7.80.4 Assessors should indicate instances where students have not submitted an assignment, or have not attended an examination, on the candidate list. The Registrar will then cross-check that this correlates to submissions received by the Academic Registry and examination registers, to ensure that all scripts / assignments have been provided to the assessor.

7.80.5 When all assessments for a unit have been graded and confirmed to the Academic Registrar, Academic Registry Staff input the grades into the exams database.

7.80.6 A unit result report is produced and cross-checked against the assessor's candidate list by Academic Registry Staff, to ensure that data entry has been accurate.

7.80.7 The unit result report is produced, considered and confirmed by the relevant Portfolio Board. If there are disparities with the results these should be discussed immediately and action points decided.

## 7.81 INTERNAL MONITORING OF ASSESSMENT PROCESSES

- 7.81.1 The UCO places great emphasis on reviewing and improving assessment and examination processes.
- 7.81.2 The administrative processes associated with assessment are under constant internal scrutiny; grade entry and Boards of Examiners' processing are subject to a number of mechanisms to ensure that data is accurate and that outcomes are monitored continuously.
- 7.81.3 In addition, assessment moderation and external examining processes are constantly reviewed, to ensure that standards are of the highest quality.
- 7.81.4 The Academic Registry confirms assessment submission by students through a series of reports and logging methods, ensuring that records are auditable.
- 7.81.5 Unit information regarding assessment deadline dates and submission type is collated each academic year, and is audited for accuracy by its comparison to Unit Information Forms.
- 7.81.6 Registers of attendance to examinations are maintained throughout examination periods. Non-attendance at examinations is monitored and reported to relevant Assessment Portfolio Boards and the Student Attendance & Retention Group<sup>77</sup>.
- 7.81.7 Registers also enable the accuracy of unit registration to be monitored, and any inaccuracies to be noted to the Academic Registry.

## 7.82 THE CONDUCT OF EXAMINATIONS

- 7.82.1 The Academic Council has approved Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas<sup>78</sup>, which state that:
- i. The Academic Registry will centrally co-ordinate formal invigilated examinations as noted in the UCO's academic cycle. These may be a mix of main examination and referral examination sessions.
  - ii. The Academic Registry will communicate with internal staff and students the main source of information with regard to examination timings, locations, timetables, guidance, instructions for candidates, and a variety of other necessary information, normally via BONE.
  - iii. The UCO will deliver examinations in a number of locations, details of which are made available to students; it is the student's responsibility to ensure that they are in attendance at the specified location in a timely manner.
  - iv. The timetable for each period of examination will be prepared as soon as practically possible after students are successfully registered for their units or for referral assessments, and as soon as Boards of Examiners have completed their deliberations. Normally the Academic Registry will aim to deliver exam timetables six weeks after the start of the course. However, these may be subject to change, and timetables should be checked regularly on BONE, where the most up to date copies are held.
- 7.82.2 If it is necessary to deliver examinations in consecutive sittings, for example OSPE's, the Academic Registry Department will notify candidates of their individual time, date and venue for the examination.
- 7.82.3 Changeovers between consecutive examination sessions will be controlled to ensure that student groups are kept separate.
- 7.82.4 In the case of some practical assessments where students complete their assessment before the last session of assessment has started, students will be allocated to a 'holding room' to



ensure that they do not meet students yet to take their assessments. Once the last examination session has started, students will be permitted to leave the 'holding room'.

7.82.5 Mobile phones or other electronic devices that can connect to the Internet are not allowed into examination rooms or 'holding rooms'.

## 7.83 EXAMINATION RESULTS

### a) RECORDING AND NOTIFICATION OF RESULTS

7.83.1 The Registrar is responsible for ensuring that robust and reliable systems are in place for the computation, checking, and recording of assessment decisions, and for providing relevant information in time for the final meetings of Boards of Examiners.

7.83.2 Assessment data is centrally stored electronically within the UCO's Student Database, and on the Academic Registry Server where access is limited to Academic Registry staff.

7.83.3 The UCO's ICT Department runs regular back-ups of data to ensure that records are saved securely.

7.83.4 Staff involved in the marking, recording and collating of assessments should regard electronic and hard copies of assessment results and decisions as confidential documents, and should store and dispose of them appropriately.

7.83.5 Provisional marks for undergraduate and postgraduate taught courses should be agreed by the relevant Portfolio Assessment Board, entered into the exams database, and on the list printed for the Board of Examiners meeting. During the meeting, the lists should be annotated and signed by External Examiners and the Chair of the Board of Examiners convened. Students are then notified of their results by the Academic Registry, and consideration is given to the implications for student progression / graduation as appropriate.

7.83.6 Access to assessment results and information regarding assessment judgements about individual students is restricted to Academic Registry staff, and may be viewed by course teaching and support staff by request only.

7.83.7 Results are recorded using the following conventions:

- i. A grade per assessment is indicated using the relevant Common Assessment Grading Scheme (see Table 7.4).
- ii. An overall grade for each unit is indicated which has been calculated using the appropriate weightings of each assessment of that unit.
- iii. Non-submission of coursework, or non-attendance at a written or practical assessment or presentation, is awarded an F - N/S Grade.
- iv. Any candidates who have experienced Special Circumstances affecting their continuous or exam performance have this information brought to the attention of the Board of Examiners, indicated by a tick in the 'SC' column on the results spreadsheet. Particulars of Special Circumstances (following agreement with the student in question) are considered by Pre-Boards of Examiners, who make any relevant recommendations to the Board of Examiners itself without compromising the confidentiality of the circumstances themselves.

7.83.8 Course results are processed as quickly as possible following confirmation by the Board of Examiners.

7.83.9 Students are normally informed in advance of the date of the release of results through their Assessment Schedule.



- 7.83.10 Results of assessments taken during the academic year are normally released to students' personal UCO email inbox by the Academic Registry. End of year progression results will normally be emailed at 13.00 on the date published on the Assessment Schedule. Information about who students can contact should they require clarification of their results or advice about their results will be included. Students will normally be notified through UCO email when results will be sent.
- 7.83.11 No results should be divulged to candidates until after the results, duly confirmed by the Board of Examiners and signed by External Examiner(s) and Chair of the Board of Examiners, have been submitted to, and published by, the Academic Registry. This regulation may be varied if it is deemed in the best interest of a student to notify them of their examination results early, e.g. due to exceptional circumstances or ill health. The decision to release examination results to students early must be made in consultation with and approved by the Deputy Vice-Chancellor (Education). A file note shall be produced and retained in the student's file to record that their results were released to them early.
- 7.83.12 Results should only be given to students in person or by phone if steps have been taken to confirm the student's identity: they should NOT be disclosed to third parties (including parents) without a student's explicit consent. In view of the above, it is recommended that staff do not release any marks or results to candidates, but instead refer students to their UCO email accounts.

#### b) AMENDED RESULTS

- 7.83.13 Where examiners, including External Examiner(s), agree that a candidate's marks and / or course result should be amended as a consequence of an academic appeal being upheld, the Academic Registry will inform the student of the examiners' decision in writing, on receipt of confirmation of the amended mark or result.

### 7.84 DISPOSAL AND RETENTION OF WORK THAT CONTRIBUTES TO A DEGREE ASSESSMENT

#### a) RETENTION OF EXAMINATION SCRIPTS

- 7.84.1 Examination scripts which contribute to a final award are to be retained until the 31<sup>st</sup> of December following the date on which the student qualified, or was due to qualify, for an award.
- 7.84.2 Other work is retained for six months following the relevant Board of Examiners. For the purposes of archiving and review, sample assessments may be retained for longer periods.

#### b) RETENTION OF COURSEWORK

- 7.84.3 Submitted coursework is the physical property of the UCO.
- 7.84.4 Students retain the copyright and intellectual property of the coursework submitted for any form of assessment.
- 7.84.5 In accordance with UCO regulations, coursework may be returned to students (see [Section 7.69: Providing Feedback after Assessment](#)).
- 7.84.6 If coursework contributes to the final award, it should be retained until the 31<sup>st</sup> of December following the date on which the student qualified. Other work is retained for six months following the relevant Board of Examiners.

7.84.7 Students should be advised that they might be required to return coursework to the UCO at any time within these periods. This is communicated to students via the results letters they receive as the course progresses.

7.84.8 Students should keep copies of any coursework submitted for assessment, and maintain portfolios of their work, for scrutiny by External Examiners or tutors if required.

## 7.85 ACADEMIC APPEALS

7.85.1 A student may appeal against an examination mark or final award using the Academic Appeals Policy<sup>79</sup>, but specific rights of such appeals against a decision involving academic judgement are very limited.

7.85.2 Academic appeals will be considered only in matters of procedure, competency and / or prejudice. Further details are provided in the Academic Appeals Policy.

## 7.86 ASSESSMENT OF STUDENTS WITH DISABILITIES

### a) GENERAL PROVISIONS

7.86.1 If a student is unable, through disability, to be assessed by the normal methods prescribed for the course, the Student Support Manager will liaise with the Course Leader in order to determine a 'reasonable adjustment' to the method of assessment (bearing in mind the objectives of the course and the need to assess the student on equal terms with other students). This may involve the Occupational Health Committee<sup>80</sup>.

7.86.2 The onus is on the student to ensure that the UCO is made aware of their disability and to apply for consideration of variation in assessment conditions commensurate with the disability; written evidence must be provided in the form of a medical or diagnostic report provided by a doctor or other appropriately qualified professional.

7.86.3 Students with a disability must be assessed in such a way that they are neither systematically penalised nor systematically advantaged compared with other students. In order to make judgments as to the nature and extent of the variation in assessment methods appropriate to any particular candidate, the Student Support Manager must make use of all the information available, including taking advice from within and outside the UCO where appropriate.

7.86.4 Students wishing to be considered for special assessment conditions must do so in good time for the first assessment. It may not be possible to accept applications received close to assessments, although the UCO will always attempt to deal with genuine cases of unforeseen need.

7.86.5 If students have disabilities, temporary or permanent, which are demonstrated to the satisfaction of the Student Support Manager but cannot be dealt with in the form of special conditions for assessment, the student will normally be expected to carry out the assessment under normal conditions, and the Board of Examiners will make whatever adjustments it considers appropriate when reviewing students' achievement and progression.

### b) SPECIFIC ALLOWANCES FOR STUDENTS WITH DISABILITIES

7.86.6 Upon the recommendation of the Student Support Manager or the Occupational Health Committee, students with evidence of a specific learning disability are identified on examination papers by a system of coloured adhesive labels, which must be inscribed with the student ID number.

7.86.7 Students whose disability (e.g. dyslexia) permits them extra time in written and practical assessments allows the student to attempt the same content / number of questions as their

cohort. The adhesive labels allow markers to compensate for presentational weaknesses, which no amount of extra time could put right.

7.86.8 Such students are normally permitted 25% extra time.

7.86.9 Additional examples for consideration are given below:

- i. Students with mobility impairment may be granted a number of breaks during an examination or similar task, in order to ease or exercise joints or muscles. This applies also to those with long term or short term (e.g. broken limb) disabilities. Some students in this category may have no need of such breaks.
- ii. Students with impaired manual dexterity may need to dictate answers and therefore be separate from fellow students. Alternatively, a tape recorder may be used. If the student can write, but more slowly than most students, time may be allowed for this during the period of the examination, but this would normally be balanced by the student being required to undertake a lesser load under examination requirements and within the stipulated time period. Some limited extra time may be appropriate when an amanuensis is used (for more information see the Amanuensis/Reader Guidelines)<sup>81</sup>.
- iii. Students with a visual impairment, up to and including total blindness, may be provided with an amanuensis for written exams, who will read the question paper and write answers at the student's dictation. Consideration may be given to the use of appropriate technology for the production of answers by the candidate. In examinations, extra time may be needed for reading and re-reading of the questions, but this would normally be accommodated within the stipulated time period.
- iv. Students with a mental health or stress-related disorder, or with physical conditions which cause excessive fatigue may, at the discretion of the Student Support Manager, and only where medical evidence is available to support the claim, be permitted additional time and / or be allowed to take an examination alone, with provision for breaks at suitable intervals if required. In severe cases, an alternative form of assessment may be used, such as a viva voce, but care must be taken that the standard of the assessment is safeguarded. Clear evidence of need must be provided in the form of a medical report from a GP or specialist.
- v. Students with chronic conditions causing excessive fatigue may be permitted to sit an examination in a separate room and have access to assistive technology, with provision for breaks at suitable intervals if required. In severe cases, a reduced load in the examination or an alternative assessment may be used, such as a viva voce, but care must be taken that the standard of the assessment is safeguarded. Evidence of need must be provided in the form of a medical report from a GP or specialist.
- vi. Students with specific learning disabilities (e.g. dyslexia) and related problems will normally be permitted extra time beyond the normal duration for the reading of the examination paper and for the writing of their answers. Such students may be permitted additional time for examinations and / or the use of an amanuensis, reader, or appropriate assistive technology. Question papers may be provided in alternative formats.

7.86.10 Students whose first language is not English will not normally be regarded as requiring special consideration in the sense of this section (British Sign Language is formally recognised as a language) and will be required to provide answers to questions in English.

7.86.11 Students are not normally permitted the use of any reference tools such as dictionaries in examinations.

## 7.87 REVIEWING THE EFFECTIVENESS OF ACADEMIC STANDARDS OF ASSESSMENT

7.87.1 As part of the UCO's quality assurance and enhancement procedures, a review of the effectiveness of the assessments used to measure student learning is undertaken at assessment and unit level. This is considered by Course Teams and also by Boards of Examiners in their meetings. In addition, External Examiners are required, as part of their annual report, to comment upon the effectiveness of assessment procedures and how academic standards have been maintained.

## 7.88 DISCLOSURE OF EXAMINATION GRADES

7.88.1 It must be made clear to students that where grades have not yet been considered by External Examiners or a formal Board of Examiners, these grades are provisional, pending endorsement by the appropriate Board of Examiners and may be subject to change.

## 7.89 APPEALS AGAINST DECISIONS OF BOARDS OF EXAMINERS

7.89.1 Academic appeals are the route by which students may seek reconsideration of Boards of Examiners' decision. They are the only basis on which changes, other than the correction of administrative errors, may be made. The criteria for appealing against a decision of the Board of Examiners are detailed in the UCO's Academic Appeals Policy<sup>82</sup>.

7.89.2 The UCO will not consider appeals based solely on a student's disagreement with the examiners' academic judgement.

7.89.3 Complaints upheld in respect of Board of Examiners' decisions already made are transferred to the UCO's Academic Appeals process for action.

7.89.4 Where a student lodges an appeal that is upheld after the relevant Board of Examiners and is found, after submission, to be a valid academic appeal, notification of the outcome of the complaint should be sent to the Deputy Vice-Chancellor (Education), who will initiate a review by the Board of Examiners as an outcome of an appeal.

## PART D: CONFERMENT

**This section of the Academic Quality Framework summarises the UCO's regulations regarding the conferment of awards and provides information on conditions of receiving and rescinding awards, award certification and graduation ceremony procedures. It should be of interest to all undergraduate and postgraduate taught students and to all staff.**

### 7.90 CONFERMENT OF AN AWARD

- 7.90.1 The UCOs Academic Council establishes authorised committees to make recommendations for the conferment of approved awards on students who, having been registered as a student at the UCO, have followed an approved course or programme of study, and satisfied the relevant UCO's Boards of Examiners as follows:
- i. The UCO of Osteopathy Undergraduate Board of Examiners for taught courses up to and including FHEQ Level 6 and Level 7 in the case of an Integrated Master's degree.
  - ii. The UCO of Osteopathy Postgraduate Board of Examiners for taught courses above at FHEQ Level 7 and above.
- 7.90.2 An award of the UCO is deemed to be conferred on a student at the time of a UCO's Board of Examiners' decision. This conferment is through authority delegated by the UCO's Vice-Chancellor as the chair of the Academic Council to the designated Chair of the Boards of Examiners. Such conferment includes action taken by the chair of the respective Board of Examiners subsequently on its behalf.
- 7.90.3 Conferment is not made in absentia but face to face with the individual so honoured and in exceptional circumstances, as approved by the Academic Council, the award will be made through a ceremony specifically arranged for this purpose.
- 7.90.4 An honorary academic degree of the UCO is conferred on an individual at the UCO Graduation Ceremony in person by the chair of the Academic Council or designated senior member of the Academic Council acting in that capacity.
- 7.90.5 Students are considered to have exited their course of study and completed their registration with the UCO once the appropriate Board of Examiners has conferred them with an award.
- 7.90.6 Conferment of a UCO award is evidenced by the UCO through:
- i. A formal degree award document which is provided to the student as certification that the academic award has been achieved and (i.e. the Award Certificate).
  - ii. A transcript or similar record document setting out in greater detail the course or programme of study followed, the units taken, the credits awarded and the grades received from the UCO.

### 7.91 CONDITIONS FOR RECEIPT OF AN ACADEMIC AWARD

- 7.91.1 An award of the British UCO of Osteopathy will be conferred when the following conditions are satisfied:
- i. The individual was a registered student of the UCO at the time of his or her assessment for an award, and was in good financial standing with the UCO.
  - ii. The details of that individual's legal full name, date of birth, gender, course or programme of study followed, and award to be conferred have been registered by the UCO.

- iii. The award to be conferred is one approved by the Academic Council under its taught degree awarding powers.
- iv. It has been confirmed that the individual as a student of the UCO has completed a course or programme of study approved by the Academic Council as leading to the award being recommended.
- v. The conferment of the award has been recommended by the Board of Examiners convened, constituted and acting under regulations approved by the Academic Council under its taught degree awarding powers.
- vi. The recommendation of the award has been signed by the Chair of the Board of Examiners and by the chair of the Academic Council or their appointed representative, confirming that the assessments have been carried out in accordance with the UCO's requirements and that the recommendations have received the consent of the External Examiners.

7.91.2 Once an academic outcome has been achieved, and an award conferred, that qualification is not withdrawn if a higher qualification is subsequently achieved.

7.91.3 In cases where students do not complete the course of study for which they are registered through lack of academic progress, withdrawal or premature termination of their studies and cancellation of their registration, the appropriate Board of Examiners may propose conferment of a lower level qualification to recognise the level and extent of achievement provided the conditions indicated above are met.

## 7.92 CONFERMENT OF AN AEGROTAT AWARD

7.92.1 An award may be conferred as an aegrotat award where the following conditions are satisfied in addition to those in Section 7.76.1: Conditions for Receipt of an Academic Award above:

- i. The individual was a registered student of the UCO, but had been unable to complete all the requirements for the award they sought, because they could not complete the course of study due to illness or similar valid cause for which evidence is provided at the time of consideration by the Board of Examiners.
- ii. The appropriate Board of Examiners has sufficient evidence to judge that the student would have reached the required threshold standard for the qualification and, where feasible, secures additional evidence to make a judgement on the award of a distinction or similar.

7.92.2 A candidate may choose to decline an aegrotat award and continue to complete the course of study. However, the candidate cannot then claim the aegrotat award in the event of subsequent failure.

7.92.3 The term "aegrotat" will not be recorded on the Award Certificate or transcript unless the appropriate Board of Examiners decides it has insufficient evidence to make a judgement on the award of a distinction or similar.

## 7.93 CONFERMENT OF AN AWARD POSTHUMOUSLY

7.93.1 An award may be conferred posthumously, and accepted on the deceased student's behalf by a parent, spouse or other appropriate individual.

7.93.2 The following conditions must be satisfied in addition to those in Section 13.55: Conditions for Receipt of an Academic Award above:

- i. The individual was a registered student of the UCO but had been unable to complete all the requirements for the award they sought, at the time of their death.



- ii. The appropriate Board of Examiners has sufficient evidence to judge that the student would have reached the required threshold standard for the qualification and, where feasible, secures additional evidence to make a judgement on the award of a distinction or similar.

7.93.3 At the discretion of the Vice-Chancellor financial good standing conditions may be waived in the case of a posthumous award.

## 7.94 RESCINDING AN AWARD

7.94.1 In exceptional circumstances (e.g. as a consequence of the investigation of an academic offence or an academic appeal) the Academic Council may rescind an award that has been conferred on a student.

7.94.2 Where an honorary award is to be rescinded, the decision cannot be delegated but must be formally considered by the Academic Council with the agreement of a majority of members.

7.94.3 Granting of an honorary award includes the decision to bring the award holder into the scholarly community of the UCO, and behaviour, actions, or the support of actions that run counter to the UCO's mission or damage its work will be considered in such cases.

7.94.4 Where an award is to be rescinded as a consequence of the investigation of an academic offence or an academic appeal, the decision to rescind may be taken on behalf of the Academic Council for UCO awards via Chair's action.

## 7.95 AWARD DOCUMENTATION AND CERTIFICATION

7.95.1 The UCO issues documents as formal award certificates to provide formal and legal evidence of the fact that an academic award has been made to an individual under the UCO's taught degree awarding powers.

7.95.2 The name of the individual appearing on award certification is the name held on the student's registration record at the time the award is conferred.

7.95.3 The printed format for the name normally follows the UK convention, but if the student's identity documents present the names in a different order from the norm in the UK, or evidence of an alternative international naming convention (as approved by the Registrar) is presented, names may appear in a different order.

7.95.4 Once issued, there is normally no change permitted to the wording on an award certificate, unless a specific inaccuracy is proved (e.g. a misspelling). However, a replacement certificate may be issued in the case of gender reassignment or legal name change, on production of documentary evidence of the change.

7.95.5 The document provided as a certificate of an award conferred by the UCO shall record:

- i. The name of the UCO together with, if appropriate, the name of any other institution collaborating in the provision of the course of study leading to the award.
- ii. The student's full and legal name as recorded on the UCO's registration record.
- iii. The name and designation of the award as appropriate.
- iv. The title of the award as agreed through the approval process for the course of study by the Academic Council, for the purposes of the certification.
- v. The award of distinction or similar achieved by the student within the award, where appropriate.
- vi. An approved endorsement or clarification, where appropriate (e.g. that the course was delivered through the medium of English, was by distance learning, etc.).



7.95.6 The formal academic award document shall bear the signature of the chair of the Academic Council and have suitable security marking.

## 7.96 STATEMENT OF CREDIT –TRANSCRIPT

7.96.1 The UCO currently issues a statement of credit or transcript to a student who has successfully completed approved units of study or a stage of a taught course leading to an approved award.

7.96.2 The transcript shall record:

- i. The student's full and legal name as recorded on the UCO's registration record.
- ii. The units and elements of study successfully completed, with details of their length and level, grade achieved (where appropriate) and dates of registration and completion.
- iii. The details of any periods of supervised work experience or placement in the UK or abroad with grades where appropriate and dates.
- iv. The details of exposure to transferable skills if appropriate.

7.96.3 The UCO intends to include the transcript part of a Higher Education Achievement Record (HEAR) in a format approved by the Academic Council. The UCO's transcript and HEAR document shall be signed on behalf of the Academic Council by an authorised person approved by the Chair of the Academic Council. This process is currently in development by the UCO.

## 7.97 GRADUATION CEREMONY

7.97.1 All students who have been conferred an award from the UCO are entitled to attend the British UCO of Osteopathy Graduation Ceremony.

7.97.2 Those attending the graduation ceremony as participants are required to wear the appropriate academic dress for which they are eligible, to comply with the UCO's regulations on professional behaviour and dress code, and to conform to graduation ceremonial procedures.

### a) ACADEMIC DRESS

7.97.3 Ede and Ravenscroft Ltd is the graduation gown maker appointed by the UCO. They aid with the specification of the academic dress, and make the robes associated with the different awards.

7.97.4 All graduates and academic staff attending the graduation ceremony are required to ensure that they wear the correct gown, hat and hood when in full academic dress.

7.97.5 It is an academic offence to wear the gown associated with an award for which an individual is not eligible.

7.97.6 Gowns, hats or hoods for awards of the UCO may not be replicated without the express authorisation of Ede and Ravenscroft and the UCO's Vice-Chancellor.

## AQF07 FORMS & TEMPLATES

Form / Template Reference Number	Form / Template Title
AQF07_01	Student Registration Form
AQF07_02	Return to Study Course Timetable Sample
AQF07_03	Continuing Students' Induction Programme Sample
AQF07_04	Assessment Timetable Sample
AQF07_05	Assessment Brief Template
AQF07_06	Marking Scheme Example
AQF07_07	Cover Sheet for Examination Papers Sample

## AQF07: ENDNOTES

<sup>1</sup> <http://www.qaa.ac.uk/quality-code>

<sup>2</sup> <http://www.qaa.ac.uk/en/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards>

<sup>3</sup> <http://www.seec.org.uk/>

<sup>4</sup> The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Published November 2014): <http://www.qaa.ac.uk/en/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards>

<sup>5</sup> <http://www.seec.org.uk/resources/>

<sup>6</sup> The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Published November 2014): <http://www.qaa.ac.uk/en/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards>

<sup>7</sup> Recognition of Prior Learning (RPL) Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>

<sup>8</sup> Laser Learning Awards Registrations & Certifications: <https://www.laser-awards.org.uk/>

<sup>9</sup> <http://www.beds.ac.uk/about-us/our-university/academic-information>: Academic Regulations Section 6: Conferment

<sup>10</sup> <http://www.beds.ac.uk/about-us/our-university/academic-information>: Academic Regulations Section 6: Conferment

<sup>11</sup> [http://intranet.uco.ac.uk/guidelines\\_and\\_handbooks/](http://intranet.uco.ac.uk/guidelines_and_handbooks/): Honorary Degrees, Academic Awards & UCO Titles or Honorary Awards Criteria & Award Structure

<sup>12</sup> [http://intranet.uco.ac.uk/BSO\\_Committees/](http://intranet.uco.ac.uk/BSO_Committees/): Honorary Degrees, Academic Awards and Titles Committee

<sup>13</sup> AQF Section 4: Unit Information Form

<sup>14</sup> AQF Section 4: Course Information Form

<sup>15</sup> The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies: <http://www.qaa.ac.uk/en/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards>

<sup>16</sup> [http://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-guidance.pdf?sfvrsn=cc45f981\\_8](http://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-guidance.pdf?sfvrsn=cc45f981_8)

<sup>17</sup> <http://www.qaa.ac.uk/reviewing-higher-education/types-of-review/general-osteopathic-council-review>

<sup>18</sup> Admissions Policy & Procedures: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>

- <sup>19</sup> AQF07\_01\_Student\_Registration\_Form
- <sup>20</sup> AQF Section 4: Course Information Form
- <sup>21</sup> AQF07\_02\_Return\_to\_Study\_Course\_Timetable\_Sample
- <sup>22</sup> AQF07\_03\_Continuing\_Students'\_Induction\_Programme\_Sample
- <sup>23</sup> Timetable Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>24</sup> AQF Section 4: Course Handbook Template
- <sup>25</sup> [http://intranet.uco.ac.uk/BSO\\_Committees/](http://intranet.uco.ac.uk/BSO_Committees/): Student Attendance & Retention Group Terms of Reference
- <sup>26</sup> Course Transfer Policy & Procedure: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>27</sup> Student Attendance Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>28</sup> [http://intranet.uco.ac.uk/BSO\\_Committees/](http://intranet.uco.ac.uk/BSO_Committees/): Student Attendance & Retention Group Terms of Reference
- <sup>29</sup> Student Attendance Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>30</sup> Suspension of Studies and Student Withdrawal Policy and Procedure: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>31</sup> Tuition Fee Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>32</sup> Recognition of Prior Learning (RPL) Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>33</sup> Academic Appeals Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>34</sup> Academic Discipline Policy & Procedures: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>35</sup> Plagiarism Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>36</sup> Identifying & Responding to Students in Difficulty: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>37</sup> Student Fitness to Practice & Professional Behaviour Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>38</sup> Code of Conduct Policy for Staff /Code of Conduct Policy for Students: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>39</sup> Anti-bullying & Harassment Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>40</sup> Public Interest Disclosure (Whistleblowing) Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>41</sup> Relationships between Students & Staff Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>42</sup> Grievance Procedure for Staff / Complaints Policy & Procedures: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>43</sup> Chapter B6, Page 4: <http://www.qaa.ac.uk/en/quality-code/the-existing-uk-quality-code/part-b-assuring-and-enhancing-academic-quality>
- <sup>44</sup> AQF Section 4: Course Information Form
- <sup>45</sup> AQF Section 4: Unit Information Form
- <sup>46</sup> [http://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-guidance.pdf?sfvrsn=cc45f981\\_8](http://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-guidance.pdf?sfvrsn=cc45f981_8)
- <sup>47</sup> AQF07\_04\_Assessment\_Timetable\_Sample
- <sup>48</sup> AQF07\_04\_Assessment\_Timetable\_Sample
- <sup>49</sup> AQF07\_05\_Assessment\_Brief\_Template
- <sup>50</sup> AQF07\_06\_Marking\_Scheme\_Example
- <sup>51</sup> Draft Assessment & Proof Reading Policy and Guidance for Students and Staff: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- <sup>52</sup> Assessment Brief Template

- 53 Relationships between Students & Staff Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 54 Examination and In-Course Assessment Regulations: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 55 Examination Invigilators' Procedures & Guidelines: [http://intranet.uco.ac.uk/guidelines\\_and\\_handbooks/](http://intranet.uco.ac.uk/guidelines_and_handbooks/):
- 56 Special Circumstances Policy & Procedure for Students: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 57 Academic Discipline Policy & Procedures: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 58 Academic Discipline Policy & Procedures: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 59 Examination and In-Course Assessment Regulations: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 60 Chapter B6: <http://www.qaa.ac.uk/en/quality-code/the-existing-uk-quality-code/part-b-assuring-and-enhancing-academic-quality>
- 61 AQF Section 4: Variance to Academic Regulations Form
- 62 [http://www.qaa.ac.uk/docs/qaa/quality-code/academic-credit-higher-education-in-england-an-introduction.pdf?sfvrsn=a3b3f981\\_14](http://www.qaa.ac.uk/docs/qaa/quality-code/academic-credit-higher-education-in-england-an-introduction.pdf?sfvrsn=a3b3f981_14)
- 63 Recognition of Prior Learning Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 64 <http://www.qaa.ac.uk/en/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards>
- 65 <http://www.seec.org.uk/resources/>
- 66 <http://www.osteopathy.org.uk/standards/osteopathic-practice/>
- 67 <http://www.qaa.ac.uk/quality-code>
- 68 [http://intranet.uco.ac.uk/guidelines\\_and\\_handbooks/](http://intranet.uco.ac.uk/guidelines_and_handbooks/): Guidance on the Conduct of Viva Examinations
- 69 [http://intranet.uco.ac.uk/BSO\\_Committees/](http://intranet.uco.ac.uk/BSO_Committees/): Pre-Board of Examiners Terms of Reference
- 70 Academic Appeals Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 71 [http://intranet.uco.ac.uk/guidelines\\_and\\_handbooks/](http://intranet.uco.ac.uk/guidelines_and_handbooks/): Faculty Feedback Handbook
- 72 [http://intranet.uco.ac.uk/guidelines\\_and\\_handbooks/](http://intranet.uco.ac.uk/guidelines_and_handbooks/): Student Feedback Handbook
- 73 [http://intranet.uco.ac.uk/BSO\\_Committees/](http://intranet.uco.ac.uk/BSO_Committees/): Scrutiny Board Terms of Reference
- 74 AQF07\_07\_Cover\_Sheet\_for\_Examination\_Papers\_Sample
- 75 Student Fitness to Practise & Professional Behaviour Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 76 External Assessors' Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 77 [http://intranet.uco.ac.uk/BSO\\_Committees/](http://intranet.uco.ac.uk/BSO_Committees/): Student Attendance & Retention Group Terms of Reference
- 78 Rules for the Conduct of Prescribed Assessments and Written Examinations for Degrees or Diplomas: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 79 Academic Appeals Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>
- 80 [http://intranet.uco.ac.uk/BSO\\_Committees/](http://intranet.uco.ac.uk/BSO_Committees/): Occupational Health Committee Terms of Reference
- 81 [http://intranet.uco.ac.uk/guidelines\\_and\\_handbooks/](http://intranet.uco.ac.uk/guidelines_and_handbooks/): Amanuensis / Reader in Examination Guidelines
- 82 Academic Appeals Policy: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>