



EDA COLLEGE



ASSESSMENT REGULATIONS/GUIDELINES¹



BIRMINGHAM NEWMAN UNIVERSITY

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Regulatory Mapping/External Reference

<i>UK Quality Code for Higher Education, 2024</i>
<i>OfS Conditions of Registration</i>

¹ These regulations/guidelines are adapted from those produced by Birmingham Newman University in the General Academic Regulations Document 2024-25.



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A. Core Assessment Regulations

Assessment Details

1. Confirmation of the method of assessment for each module is given in the Module Handbook that is developed on the basis of Newman's Module Data Set (MDS), along with other key information relating to the module. This is available for students to view via the Module Introduction tab on the College VLE i.e. Moodle.
2. Specific details of assessment tasks are given in the Assignment Brief available on the relevant VLE (Moodle) tab called 'Assessment'. The Assignment Brief(s), including details of submission, date and format, word limit and feedback return date.

Presentation of Work

3. Work is expected to be produced on a computer, with the exception of mathematical work, and each student have a personal account on EDA College computer system to allow them to use College computers.
4. Where exceptionally hard (paper) copies of work are required, students are requested to submit the work in a clear plastic wallet to hold all the pages together, with the exception of items of coursework such as portfolios.
5. Specific details regarding the presentation of the capstone/dissertation element of a programme, as well as other assignments, such as posters and teaching resources, are included in the relevant Assignment Brief provided on relevant Moodle (VLE) page.
6. Individual arrangements exist for students with specific requirements and will be provided for in exception to these regulations if required. Full details of any special assessment arrangements (reasonable adjustments) must be agreed with an appropriate member of the student support or academic team. Where necessary, this will form part of a Learner's Support Plan issued to a student.
7. Students with dyslexia and other learning difficulties, as recommended by the Student Success Coordinator, may use the Student Support System of flagging for feedback purposes as agreed by EDA College under the Birmingham Newman University regulations. This flagging system will be made available for use with both hardcopy and electronic submissions.

Word and Time Limits for Written Assessments and Presentations

8. Word limits and time limits are to be adhered to as part of good practice and to provide equity. The College will not mark the over limit sections of any work.
9. In-text references are included in the word limit. Word limits do not include reference lists, bibliographies, cover sheets or appendices (other than those explicitly specified).
10. The total length of any appendices cannot exceed more than 10% of the length of the assignment, with any exceptions to be highlighted in the Assignment Brief.
11. For certain mathematical assessments, the number of pages, rather than word limits, will be used due to the inclusion of mathematical expressions, equations and diagrams and charts. This will be clearly stated in the Assignment Briefs for the assessments concerned, along with requirements relating to the presentation of the assignment (i.e., font size and margins).

Proof Reading for Students

12. The EDA College policy being part of Newman University policy is that academic staff should not proof-read or give advice which amounts to 'approving' students' work prior to marking, unless, exceptionally, this is part of a formative assessment exercise.
13. Staff can provide further clarity in what they are able to consider as part of formative assessment. However, such advice and guidance given to students on their work will not be about grades or even discussion of 'worthy of a pass' but to support the students' development.

Plagiarism and Collusion

14. Students' work is submitted to the Turnitin plagiarism detection service to safeguard against



plagiarism and encourage proper use and citation of sources. Once submitted, the work forms a part of the Turnitin database.

15. To enable a student to experience submitting an assignment electronically, the front page of The VLE provides an opportunity to submit a 'practice assignment'. This one piece of work will not be stored in the Turnitin database.
16. All official assignment links created on the Moodle are from the Assignment Brief connect to the Turnitin service and present the student with a Similarity Report. Students can then resubmit if they have time before the deadline. Similarity Reports take approximately 30 minutes to be produced. Tutors will also be able to see the Similarity Report when they mark.
17. Students need to keep copies of all their work, as they may be required to resubmit their work, for any number of modules, at any time, in order for it to be run through Turnitin.
18. EDA College uses Newman University definition of **plagiarism** *as the use of another person's work or ideas within an assignment without following the conventions for acknowledging sources*. This includes the unauthorised use/copying of another student's work. The offence does not require any deliberate intent by the student to be proved but the extent of deliberation involved may affect the nature of the penalty.
19. In cases where an individual exhibits **poor academic practice** through inappropriate use of Generative Artificial Intelligence tools, such as a lack of evidencing their use of the tools, they may be referred to the College's Academic Integrity procedures. Where a student has their case managed through Academic Integrity processes, the level and extent of the perceived offence, along with any previous offences will be considered.
20. Plagiarism may also be defined as the *reuse of work*, where the author reuses identical or nearly identical portions of their own work without acknowledging what they are doing by citing the original content; as a result, the author does not let the reader know that this material has appeared elsewhere. This is referred to as **self-plagiarism**.
21. Plagiarism and the inappropriate use of Generative Artificial Intelligence are breaches of academic integrity.
22. Students are advised to refer to the College's Turnitin Policy, as well as the student Academic Integrity Policy.

Ethical Considerations of Capstone Modules, Dissertations, Work Placements and Projects

23. All EDA staff and student research undergo an ethical self-assessment and, where further scrutiny is required, an ethical review by the University's Research Ethics Committee.
24. Where necessary, the Research Ethics Committee may require the student or the supervisor to provide further evidence relating to the project before approval can be granted. Information about ethical approval is available on the Newman's Intranet.
25. Where a submission is judged to be significantly different from the parameters given ethical approval, the work will not be marked and will be considered as a **fail**, and may be dealt with as a breach of academic integrity.
26. As with all other submissions at EDA College under Newman University procedures, a **Capstone Module submission**, dissertation, placement or project must be an original work, including but not limited to scripts, designs, computer code/formulae, digital artefacts and presentations.

Referencing

27. EDA College follows Newman University in using the Harvard system of referencing, and details of the system and its use, together with examples are available on the assessment panel of each module of EDA College Moodle.
28. Students are expected to ensure that they use the correct referencing scheme and where a subject specialism dictates the use of an alternative scheme of referencing this will be published in the relevant Moodle pages.
29. Poor referencing practice can give an impression of intellectual dishonesty because it is unclear to readers which information has been borrowed from another source, which can result in plagiarism,



whether accidental or intentional.

30. Students will be penalised for plagiarism of either kind at EDA College as per Birmingham Newman University procedures.

Copyright

31. All items of items of assessment, which have been submitted, are subject to the requirements of copyright.
32. Where a student wishes to use an item which has involved other students (such as a DVD, filmed performance or joint artefact), written permission must be sought from all other students involved.
33. If staff wish to include any elements of work submitted to them by students for publication by the member of staff, they are required to seek the formal agreement of the student concerned.

Projects, Dissertations and Copyright

34. All consultation or copying of any part of such work is subject to EDA College Academic Integrity Policy and Procedures that are in line with Birmingham Newman University regulations on Academic Integrity and any restrictions imposed under the provisions of the Copyright, Designs and Patents Act 2, 1988, and all subsequent regulations and legislation.
35. Persons consulting or borrowing such work or receiving copies of the whole or part of the work, must observe the author's rights.

Submission

36. All students, when submitting in any format, are required to confirm that the work submitted is work that they have written/produced themselves. This includes, but is not limited to, written work, scripts, designs, computer code/formulae, digital artefacts and presentations.
37. It is the responsibility of the student to demonstrate that the work they submit is their own. They must keep electronic copies of their work as well as all drafts and notes.
38. All completed work, drafts and notes should be kept until full formal completion of studies (i.e. Graduation) and the University may request a student's marked work from any year of their programme at any time during their studies. Students are advised to keep any work completed but not handed in.
39. A student may be set a new resit task, even if mitigating circumstances are accepted.
40. Coursework requires the relevant student number on it, but not the student's name. Where possible all submitted work at Levels 5 and above is marked anonymously.
41. Students must not submit the same work (or elements thereof) for more than one assessment item, which is not acknowledged through citation. This is deemed to be self-plagiarism. Any such submissions will be marked as zero and entail an automatic **fail** of the assessment concerned.

Submission Dates

42. All pieces of coursework are set with a date and time by which they must be submitted by electronic submission as advised in the Assignment Brief.
43. It is the student's responsibility to make sure that the deadlines are met in a timely fashion, allowing time for practicalities such as, but not limited to, submission timing and generating a Turnitin Similarity Report.
44. The deadline for handing in assignments is **12 noon** on the date advised for the module, this applies to all submissions. Students are advised to submit at least 15 minutes before the deadline.
45. No submission dates are normally set in the period noted as Christmas closure on the College's semester dates calendar.
46. Staff may set assessment dates on the Monday, Tuesday or Wednesday of the first assessment week (noted as exams) in January. The same rule will apply to the Easter holiday as noted on the College's semester dates calendar.
47. No initial submission date (i.e. not including extensions) is normally set that falls beyond the end of the second semester for any full-time student, unless exceptionally approved by the Chair of



Programme Assessment Board.

48. Work submitted up to **seven calendar days late** of the submission date will, if deemed a pass, have 5 marks deducted from the mark awarded, or receive, if the mark is 45 or less, a maximum mark of 40% for undergraduate programmes, or if the mark is 55 or less a maximum mark of 50% for taught Master's and PGCE programmes.
49. No work will be accepted for submission, without an authorised extension, if it is more than a week late and therefore will be recorded as a 'non-submission'.
50. **There is no late submission allowance for extensions, resits, mitigating circumstances.**
51. Any submissions attempted after the notified date will be recorded as non-submissions and will automatically receive a failure for that component.
52. Students with agreed Individual Learning Support Plans (ILSP) or Reasonable Adjustment Plans (RAPs) **cannot submit late**, beyond the dates agreed in their plans.
53. Where a student submits an assignment or sits an examination and fails the module, not resit fees are normally payable.
54. Students who believe they have valid reasons for non-submission are advised to use the **Mitigating Circumstances Process**.

Electronic Submission

55. Electronic submission refers to online submission of student work via Moodle. Most modules require students to submit work electronically and the processes for doing this are detailed on the assessment panel of the Moodle on each module titled **submission guidance**. Details of formats for submission and file titles are provided on the Assignment Brief.
56. Electronically submitting a file implies acceptance of the following statement:
*'I understand and accept that, in accordance with the University Academic Regulations, my work may be submitted to the Turnitin® web-based plagiarism detection service and form part of the Turnitin® electronic database.
I declare that this assignment, submitted in line with University Assessment Requirements, is my work, except where stated otherwise in accordance with recognised practice. I also confirm that this work (in whole or in part) has not been presented for marking on any previous occasion.'*
57. When the submission deadline is reached the assignment remains open for seven days after the deadline for late submissions.
58. Proof of submission will be recorded in the Moodle assignment; an email receipt of submission is issued to a student.
59. No second or subsequent submission after the deadline will be allowed (after the seven days).
60. Students are advised that, in exceptional circumstances, if agreed by the Module Leader, instead of submitting electronically, they may submit a hard copy through the Student Helpdesk.

Exceptional Hardcopy (non-electronic) Submission

61. All hardcopy (non-electronic) coursework should usually be submitted to the Student Helpdesk Team. The Student Helpdesk is normally open from 9 am to 5.30 pm, Monday to Thursday and 9 am to 5.00 pm Friday.
62. **The deadline for handing in assignments is 12 noon on the date advised for the module.** Students are advised to submit at least 15 minutes before the deadline.
63. All hardcopies of the coursework must include a completed A4 green cover form and a signed A5 green declaration form. Green forms are available from the Student Helpdesk.
64. EDA Programme Leaders will provide students with specific details of where to hand in non-electronic coursework.

Posting Hardcopy Submissions

65. Hardcopy work may be submitted by post (with the exception of work being submitted by international students). Students must ensure proof of posting (available from any Post Office). Any



proof of posting must include a date and time stamp. Students are advised to use Royal Mail Signed For / Special Delivery.

- 66. The same deadline time of **12 noon** applies to work submitted by post and therefore in order for work to be accepted, the **date stamp provided must be dated at least the day before the required submission date**.
- 67. The correct student number, module code and title must be on the coursework submitted by post.

Group Assessment

- 68. If students are undertaking presentations in groups, the Module Leader is expected to give them sufficient class time to prepare, since students may not all be in a position to see each other outside classes.
- 69. If the assessment is a group one, there should also be provision for students to be given individual grades.

Marking

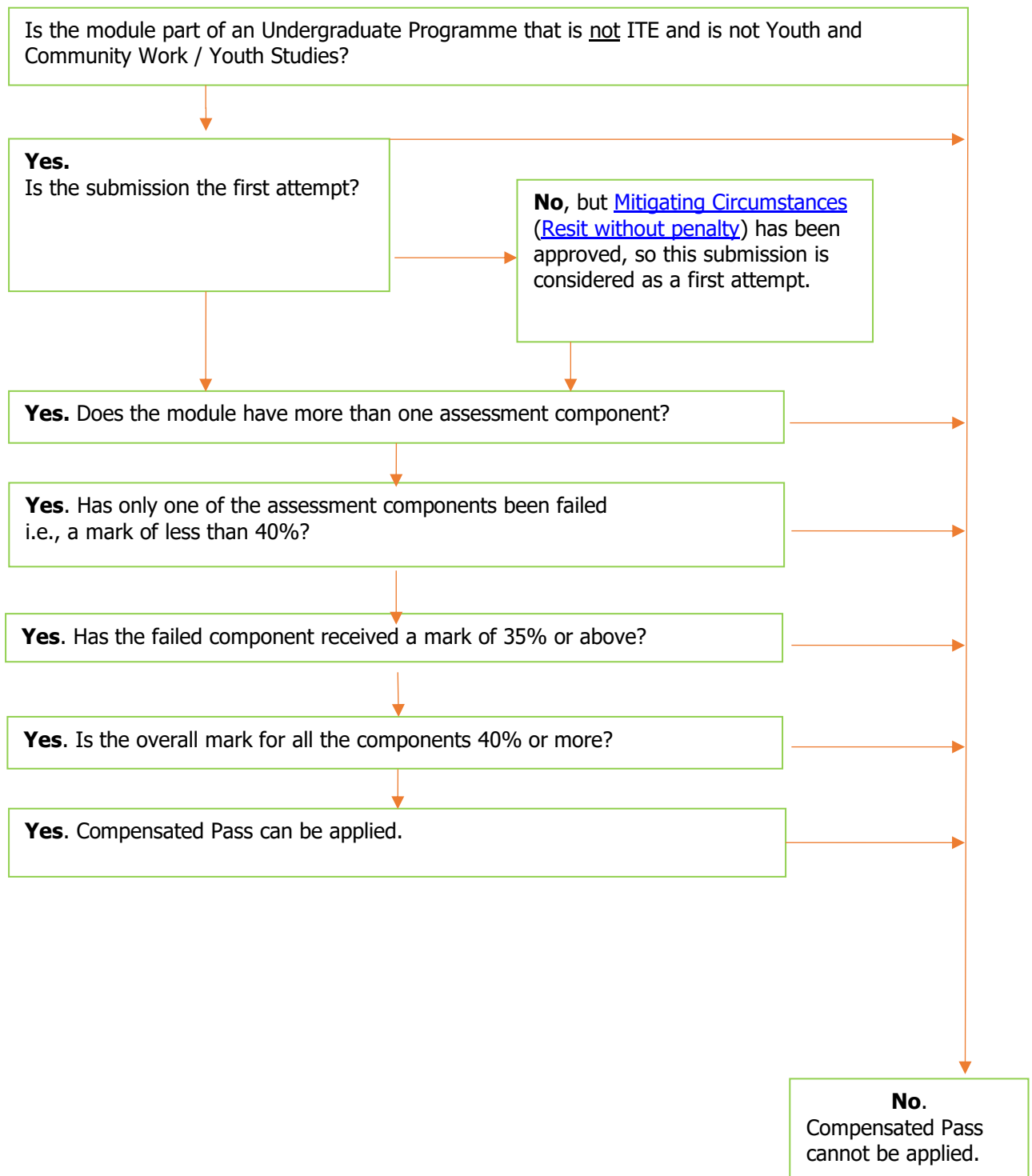
- 70. Marking (assessment) criteria for individual modules are provided in detail in the Assignment Briefs.
- 71. The pass mark for a module at levels 4, 5, and 6 is **40%**.
- 72. A student who has not formally withdrawn from a module but who does not submit the required coursework by the given deadline will be recorded as 'Non submission' for any 'non-submission' for any coursework. This will count as a **failed attempt**.
- 73. Students are expected to ensure that they are available to submit any resit tasks during the prescribed reassessment period, as required by the relevant Programme Assessment Board. Failure to do so will result in a recording of non-submission failure at the next Programme Assessment Board.

Rules of Compensated Pass and Condonement

- 74. At levels 4, 5 and 6, if the overall mark for a module is 40% or more, and any one other component of that module is less than 40%, but at least 35% or more it will be recorded as a Compensated Pass and no resit will be allowed.
- 75. **This rule does not apply to resit.**



Compensated Pass Flowchart





Anonymous Marking

76. For written assignments **at levels 5 and 6**, the student participant number is the only identifier used, allowing EDA College to operate an anonymous marking process (with the exception of dissertations). However, tutors may need to signal to individual students the need for additional support and may request student identity at that point in order to contact the student.
77. The anonymous marking process **does not operate in those level 4 programmes** where the assessment does not contribute to the degree classification.
78. It is recognised that there are certain types of assessment and reassessment for which it is impractical to operate anonymous marking. This applies to **individual and group presentations**, practical assessments, work and school placements, projects, dissertations and electronic resits. (resits of assignments where the original submission was online).

Second Marking and Double Marking

79. Second marking is the process by which a piece of work is marked by a first marker and a second marker considers the work after the first marker and adds their comments. If there is a disagreement about the mark, the two markers meet to agree on the final mark.
80. Double marking is the process by which a piece of work is marked by two markers, where neither marker is aware of the other's assessment decision in formulating their own mark. After which they together agree a final mark (or marks) for the purpose of classification.
81. "Live" assessments may be attended by a second lecturer in the room throughout the presentations who is also assessing the work or may be videoed and marked by a second lecturer afterwards.
82. The College uses both double and second marking as per university regulations.

Moderation

83. The purpose of moderation is to confirm that the range of grades awarded by the marker is appropriate. It is distinct from independent marking by two members of staff (double marking), a practice used for the marking of projects and dissertations (unless required by a professional body).
84. Internal moderation is required at all levels, including work which has been second marked or double-marked. Where possible the internal moderator should not be someone who has taught the instance of the module being moderated.
85. External moderation (through the use of External Examiners) is required at those levels which contribute to the award classification (e.g. levels 5 and 6 for all Degree programmes and levels 4 and 5 for all Foundation Degree programmes). Samples of coursework scripts are made available to External Examiners for each module.
86. Internal and external moderation also takes place for those modules that contribute to a Foundation Year programme.
87. If coursework is sent to for external moderation, students may still be given their provisional mark. Students should note that all marks are provisional until confirmed by the relevant Programme Assessment Board and agreed by the External Examiner for the programme/subject.

External Examiners

88. For modules where there are more than 100 students registered, it is considered appropriate to appoint a second External Examiner.
89. Full details of the requirements for, and roles and responsibilities of external examiners are detailed in the External Examiners' Handbook. <https://www.newman.ac.uk/knowledge-base/regulations-policies-relating-students/>

Viva Voce Examination

90. External Examiner have the right to examine any student viva voce in addition to the assessments specified.
91. Internal examiners may also request a viva voce examination, which may be used:



- (i) To determine difficult or borderline cases, such additional assessment being used only to confirm or raise and not to lower a student's mark(s)
- (ii) As an alternative or additional assessment where valid reasons for poor performance have been established
- (iii) Where a potential breach of academic integrity has been identified (for example, plagiarism and collusion, including the use of essay mills), and a viva voce agreed by the Chair of the Programme Assessment Board.

Return of Work

- 92. The EDA College operates a target of a maximum three-week turnaround time, (similar targets are also operated by Birmingham Newman University), and therefore the majority of work submitted should be ready for return to students three weeks after the deadline for submission set. This target does not apply to work submitted late or work submitted with an extension.
- 93. In some cases where there are a large number of scripts, tutors via coordination with respective Programme Leader may agree a longer turnaround time with the students concerned.
- 94. If collecting their work in person, students need to produce ID. Work can be collected by someone else on behalf of a student if two criteria are fulfilled: the person collecting the work must show their own ID, and the Registry Team must have received written permission by email from the student whose work is being collected, using their EDA email account.
- 95. For students at level 4 only, assessed work may be returned through a form of personal contact, usually during module sessions.

Accessing Provisional Marks

- 96. Provisional assessment marks are currently made available in a variety of forms.

B. Academic Integrity

- 97. It will be regarded as a breach of academic integrity for any student to commit an act whereby they seek to obtain for themselves or for another student, an unfair advantage, as detailed in the EDA College Student Academic Integrity Policy and Procedures.
- 98. Academic misconduct will be taken to include:
 - (i) impersonation of another candidate or knowingly allowing another candidate to impersonate them;
 - (ii) copying or communicating with another candidate in a formal, timed examination;
 - (iii) introducing into an examination room any unauthorised aid or sources of information;
 - (iv) fabrication of the results of work which the student claims to have undertaken (for example experiments, interviews, observations or other forms of research and investigations) which they have not carried out or results which they have not obtained;
 - (v) undertaking research without ethical approval, not adhering to the parameters given ethical approval, not securing informed consent in the manner set out in the student's ethical approval application;
 - (vi) colluding with others to present work which is not their own (including the commissioning of work, for example, through the use of essay mills);
 - (vii) plagiarism or otherwise misrepresentation of their participation in and responsibly for any material submitted for assessment.
- 99. Collusion is defined as *unauthorised co-operation to gain an advantage*. This may occur where students have collaborated on a piece of work which is then submitted as an individual effort or where one student has allowed another to use their work. In the latter case, both students may be found guilty of a breach of academic integrity.
- 100. Commissioning is defined as the requesting and/or purchase of a piece of work from a third party and the submission of this work (in whole or in part) for assessment as the work of the student. The University views this as an extremely serious offence which will attract a severe penalty.



101. An essay mill is a business where customers pay for a custom essay writing service. It is an academic offence to submit any essay received this way, whether the content is a piece of original writing or plagiarised from elsewhere.
102. EDA College adopts Birmingham Newman University's definition of plagiarism as the use of another person's work or ideas within an assignment without following the conventions for acknowledging sources. This includes the unauthorised use/copying of another student's work. This also includes internet sources and any other form of paper or electronic medium. The offence does not require any deliberate intent by the student to be proved but the extent of deliberation involved may affect the nature of the penalty.
103. Plagiarism may also be defined as the further use by a student of identical or nearly identical portions of their own work for a further/new assessment, without acknowledging what they are doing by citing the original content. This is referred to as self-plagiarism.
104. Students' work is submitted to the Turnitin plagiarism and collusion detection service and forms a part of the Turnitin database.
105. It is the responsibility of the students to demonstrate that the work they submit is their own. They must keep electronic copies of their work and are advised to keep all drafts and notes.
106. In addition to breaching any of the above regulations, all students are reminded that further disciplinary regulations exist relating to behaviour within the confines of Birmingham Newman University's and EDA College's e.g. Student Disciplinary Procedures.
107. Reasonable behaviour is also expected in classes, all direct contact sessions and in the Moodle (such as discussion boards, blogs and wikis). Such reasonable behaviour is expected to include silence when others are speaking; mobile phones, recording devices and other electronic devices to be turned off during all sessions and seeking permission before consuming food or drink within sessions.
108. Misconduct also includes conduct on placement, school experience, field trips, visits and any other circumstances where it may be considered that the student is representing EDA College and Birmingham Newman University.
109. Specific conduct requirements are also included in school experience settings and further details including 'the cause for concern' process are included in the relevant handbooks.
110. Conduct requirements for work placements are advised in the relevant module details and, where appropriate handbook and by the Programme Leader.
111. EDA College and Birmingham Newman University's regulations will normally apply in respect of alleged misconduct or conduct likely to bring Birmingham Newman University or its reputation into disrepute.
112. Birmingham Newman University reserves the right to take disciplinary action against a student in respect of any misconduct wherever it may have taken place when it is considered necessary to protect the interests and reputation of Birmingham Newman University, its staff or students.
113. As with all other issues of discipline, cases of plagiarism and cheating will go for judgment of guilt or innocence and imposition of a penalty to the Disciplinary Committee. However, some special considerations apply.
114. Any apparent irregularity occurring in a unit of assessment should be reported to the Assessments Team as soon as possible, with a duly completed plagiarism notification form submitted. Cases may be considered by the Deputy Vice-Chancellor.
115. If plagiarism, copying or collusion is suspected by a tutor, a plagiarism notification form is duly completed by the tutor including necessary supporting documentation (such as the original sources plagiarised). Only in exceptional circumstances will a Turnitin report **alone** be accepted in support of a notification.



C. Extensions and Mitigating Circumstances (INC. ILSPs AND RAPs)

Extensions

116. Students unable to hand work in on time may request an extension. Extensions can normally only be granted if the request is made before the due date for the assignment. However, extensions may be agreed up to one week after the due date, in exceptional circumstances and where relevant evidence is provided.
117. Extension requests must be authorised by one of the relevant Tutors & Module Leaders or Programme Leader. In exceptional circumstances the Student Success Coordinator can authorise extension requests if the Tutor, Module Leader or Programme Leader is unable to do so.
118. The College's Student Success Team are also permitted to grant extensions in those cases where the extension relates to a mental or physical health condition, subject to agreement by the Mitigating Circumstances Panel (if for multiple extensions i.e. and ILSP or RAP). They may also consider amendments to an agreed date within a RAP already granted (subject to the provision of additional evidence).
119. For students at partner institutions, applications for extensions should be made to the relevant administration office.
120. Extensions will ***not normally be granted*** for the following:
 - i. Computer failure
 - ii. Pressure of work
 - iii. Number of deadlines close together
 - iv. Unaware of the submission date
 - v. Unaware of closing times for Registry
 - vii. Holidays
 - viii. Weddings.
121. Extensions cannot be granted for examinations
122. Extension requests should be supported by relevant evidence of the circumstances which have affected the student's studies. This may be provided at the time of the application, or at a later date which has been agreed with the officer considering the request; to be no later than the extended deadline.
123. Students with disabilities (including Specific learning Difficulties) and long-term health conditions) should apply in the usual way via the extensions application link but will not need to provide evidence each time they apply if they have disclosed this information previously. They will be encouraged to disclose issues at the beginning of their first semester.
124. Students are trusted to act honestly when self-certifying an illness, but should a student make repeated extension requests based on self-certificate, medical evidence may be required before the request can be authorised. For health conditions which are long term in nature, students are expected to provide up to date medical evidence to support extension requests but may be permitted to self-certify for the first episode of such a health issue.
125. Where the student wishes to apply for a longer extension due to ill health, a letter should be provided from a medical professional or print out of patient record. This should provide a diagnosis of an illness/medical condition or if such a diagnosis is not yet available, details of the further investigations and/or any initial treatment proposed.
126. Where providing supporting evidence is challenging, the Academic Support Advisor/Academic and Professional Tutor are required to confirm that they have discussed the circumstances with the student and that the information given in support of their claim is verified.
127. The total maximum extension that may be granted for any piece of work is three weeks from the original submission deadline, but extensions will only be granted for the minimum time necessary for the work to be completed by the circumstances. If a student requires longer than this, a mitigating circumstances application should be considered instead.
128. Submissions with extensions should be submitted in the format stated in the Assignment Brief.



129. Any extension agreed after the published submission deadline is also subject to the following requirements:
- i. No more than two items may be given an extension (no more than one item if the student holds a RAP)
 - ii. No more than three weeks extension may be granted, except for ILSPs and RAPs.
 - iii. Students will be required to confirm their progress on the items concerned
 - iv. Students must demonstrate why the extension is needed and why not requested prior to the submission deadline.
130. Extensions may not normally provide a submission date beyond the end of the second semester. For submission deadlines after the end of specified semester dates, extensions may not be offered, and if given, no guarantee can be offered of consideration of the relevant results at the end of semester Programme Assessment Boards.

Requesting an Extension

131. An application via email should be made or by meeting with Student Success Officer/Coordinator.
132. Where the Student Success Team is not available, extension requests will be considered by the Programme Leader, unless the student has indicated on their application that they do not agree to this.
133. Any extension requests that cannot be directed to the Programme Leader will be considered by the Student Success Coordinator on a weekly basis.
134. Foundation Year students may make their extension request to one of their tutors.
135. If the application is agreed and the submission is via a Moodle, then the Moodle submission link will automatically be updated to the extended deadline so that students may submit via the link any time before the new deadline. The marking tutor will also see the revised deadlines on the Moodle. If the submission is by another other means, the person authorising the extension will make the change to the deadlines and inform the tutor. If not, then an alternative assessment will be set by the Module Leader.
136. If the submission is to the Registry Team, the student will need to submit to Registry a copy of the extension authorization (signed extension form or email confirming new submission dates) with their work, before the new submission deadline.
137. For 'live' assessments/presentation which do not have any submission, a copy of the authorised extension form, or confirmation email can be shown to the Module Leader. For all 'live' assessment/presentations, the student should rearrange the assessment with the Module Leader before the extended date.
138. If an extension is granted, the late submission rule does not apply. Any work given an extension date but submitted after that date will be considered a failure.
139. Resit dates are not eligible for extensions. Students who are unable to meet a resit deadline should consider whether they request a deferral or apply for mitigating circumstances.
140. For students with a Reasonable Adjustment Plan (RAP) an extension may be requested if it is not related to the agreement made originally for the RAP. If the circumstances for requesting the extensions are new and entirely unrelated, an extension be given.
141. Students with an agreed ILSP, RAP, or RAP by Proxy may use this Plan to specify the future resit dates that they will submit resit components. Resits must be evenly split between the remaining resit dates. If a student doesn't submit at these agreed resit dates this will be recorded as a non-submission, unless the student has a RAP/RAP by Proxy which is subsequently updated.
142. To request any changes to the submission deadlines related to the circumstances for which the RAP has been put in place, students must contact the Student Success Team to request that the RAP is amended.
143. Module tutors will endeavour to mark assignments before the end of the current semester where possible. Students with ILSPs, RAPs and extensions after the semester assessment period should be aware that the three-week turnaround period for the return of coursework may not apply.



Extension Approval Processes Flowcharts

Extension Approval Process (for individual assessments and where the whole group is seeking an extension for a group assessment)

Student applies to Student Success Team via [Online Extension Application Form](#)

Request should be made before the submission deadline, with supporting evidence (if not previously provided in the cases of students with disabilities and long-term health conditions)

Student has supplied suitable evidence in support of the request. (either on this occasion or previously)

Yes - ASA/ Programme Coordinator completes extension form, including new date of submission (Max 3 weeks)

Student will receive confirmation of the new submission deadline, and the **VLE** submission deadline will change accordingly

If a hardcopy submission is to be made to Registry, the student must retain a copy of the form to present with the submission

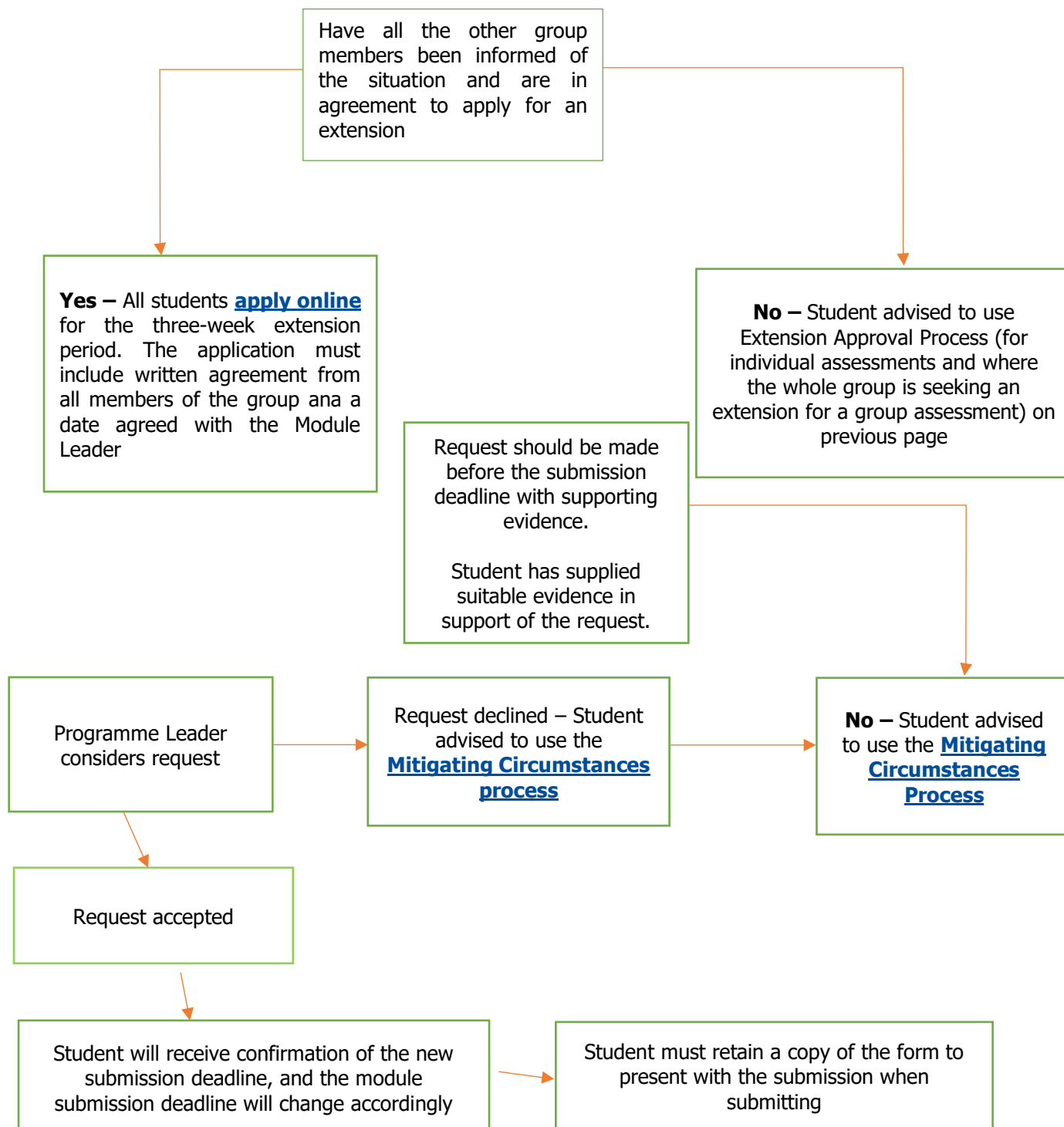
No - Student advised to use the [Mitigating Circumstances Process](#)

Student unable to submit by the extended date



Extension Approval Process (for an individual's request regarding a Group assessment)

If all members of the group concerned have applied for the extension, the processes as detailed above should be used.





D. Mitigating Circumstances

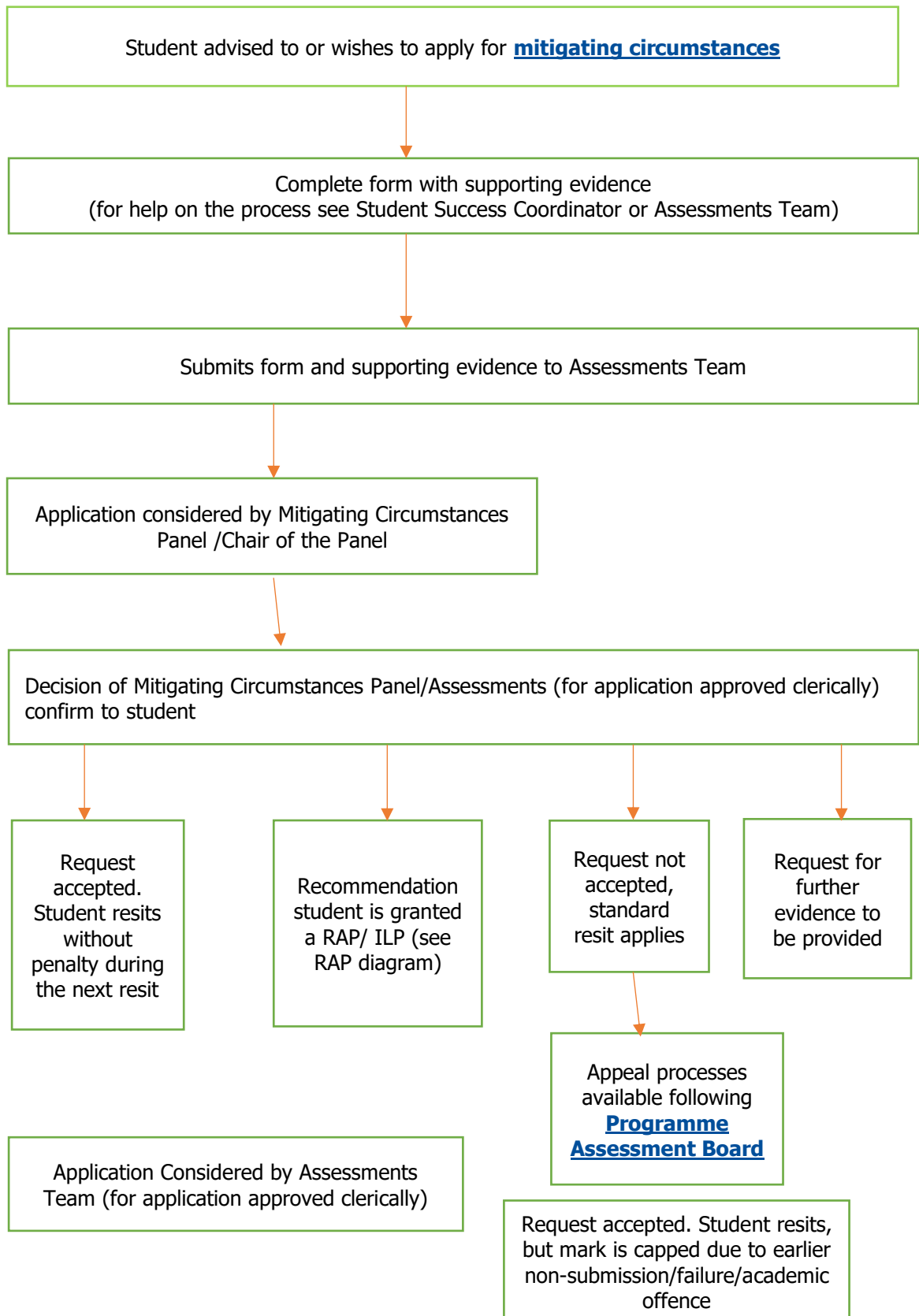
144. Mitigating Circumstances which may have affected a student's overall performance or performance against particular components may be taken into consideration by the Programme Assessment Board (on the recommendation of the Mitigating Circumstances Panel).
145. Students who wish to have circumstances taken into account must submit a Mitigating Circumstances application form together with supporting evidence to the Assessments Team.
146. If mitigating circumstances are granted the student is allowed to submit the assessment during the next resit period. This is called a 'Resit without Penalty' which means the assessment is not capped at 40% for undergraduate programmes or 50% for postgraduate programmes, unless the student has a prior non-submission, failure, or capped resit from an Academic Integrity Panel finding. The Mitigating Circumstances Panel will consider requests for a 'Resit without Penalty' following an earlier non-submission or failure, in exceptional circumstances, and were supported by appropriate evidence.
147. Resits, with or without, penalty are NOT eligible for extensions. Resits, with or without, penalty are NOT eligible for the late submission allowance.
148. If a student wishes the Programme Assessment Board to know of any circumstance which they think may affect their coursework, they must do so using the formal Mitigating Circumstances application form, and no later than 28 days after the date due for the assessment concerned, including relevant supporting evidence. If a student's exceptional Mitigating Circumstances prevent them from applying within this 28-day timescale, they must explain this on their application, and the Board will consider whether Mitigating Circumstances can be applied.
149. The EDA College, as Newman University postulates, normally expects that students, who submit work to be assessed, attend presentations or any other form of assessment, be deemed to have considered themselves fit to be assessed. Consequently, it is normally expected that any mitigating circumstances application is made either before or as soon as possible after the assessment affected is due.
150. If mitigation is sought after the outcome of assessment is reported to students, it is normally expected that they may only apply for mitigation if they can demonstrate why they could not have reasonably made their submission before.
151. In those exceptional circumstances where mitigating circumstances are granted for an assessment already submitted due to 'fit to submit' issues, the original submission will be marked as zero and the student will be allowed the opportunity to submit for an uncapped mark at the first resit opportunity. The work for the original submission cannot be resubmitted.
152. If a student presents significant Circumstances a recommendation may be made and approved by the Mitigating Circumstances Panel of an Individual Learning Support Plan (ILSP) or Reasonable Adjustment Plan (RAP) to be agreed by the Programme Leader and student concerned. Suspension of studies may also be recommended in these cases. Such agreements must be made using the relevant form from the Assessment pages of the Intranet and should include deadlines for submission of work. The signed agreement is then formally approved and noted by the Mitigating Circumstances Panel.
153. A student who already has a RAP, or RAP by proxy, may only use the mitigating circumstances process other than those already used to grant the RAP.
154. Mitigating circumstances are considered by the Mitigating Circumstances Panel and are undertaken in such a way as to ensure confidentiality.
155. At the Programme Assessment Board, if mitigating circumstances have been approved, an '**M**' will be shown against the relevant module on the transcript.
156. In considering mitigating circumstances relating to school experience or other professional placement, the Mitigating Circumstances Panel may inform the student that it will be necessary to inform the Programme Leader, particularly if the mitigation is related to a health issue. Fitness to Practice may also need to be confirmed before returning to a placement.
157. Submission of mitigating circumstances forms and evidence does not guarantee their acceptance.



158. All students are required to complete all assessments and therefore mitigating circumstances can provide students with a fresh opportunity to complete their assessment at a later date (a 'resit without penalty').
159. Submissions of assessment components with ILSPs, RAPs and other mitigating circumstances should be submitted in the format stated in the Assignment Brief.
160. Students with short-term difficulties are advised to seek advice from the appropriate sources, or, through the extension process, apply for an extension of up to three weeks. Information about extensions can be found earlier in this document.
161. If work is more than one week late, it will not be accepted, without an online extension application and therefore will be recorded as a 'non-submission'.
162. If a student is not able to submit work within an extension, or they miss a deadline, the student should submit a Mitigating Circumstances form complete with the necessary supporting documentation.
163. Decisions of the Mitigating Circumstances Panel are recommended to the Programme Assessment Board. The student has a right of appeal against the decision of the Programme Assessment Board (including their interpretation of the outcomes of the Mitigating Circumstances Panel), except where they have already accepted any award which has been offered.
164. If a student presents significant Mitigating Circumstances a recommendation may be made and approved by the Mitigating Circumstances Panel of an Individual Learner's Support Plan (ILSP) or Reasonable Adjustment Plan (RAP) to be agreed by the Programme Leader and student concerned. Such agreements must be made using the relevant form from the Assessment pages of College OneDrive and should include deadlines for submission of work. The signed agreement is then formally approved and noted by the Mitigating Circumstances Panel.
165. Requests to retake a module or year of study can also be requested through the Mitigating Circumstances process.



Mitigating Circumstances Process Flowchart





E. Individual Learner's Support Plan (ILSP)

166. Alongside a mitigating circumstances application, a student may also submit an ILSP. The ILSP is an opportunity for the student and Programme Leader to consider an appropriate timeframe where the student has multiple assessment deadlines or where the student needs support with their time management.
167. An Individual Learner's Support Plan (ILSP) is a formal, negotiated agreement that provides the means by which deadlines for coursework and other non-examination items of assessment can be submitted at a different time from that published or required for the student cohort as a whole. Such deadlines are agreed by the Programme Leader, with the student. An ILP can be applied to an examination, however the date of the examination cannot be moved, instead the student is permitted to take the examination during next resit period instead of on the original date.
168. Examples of situations which may be considered appropriate for an ILP include long term treatment for illness or infirmity with a definable end date, where it is appropriate for the student to continue their studies, or unavoidable circumstances which may impede meeting certain deadlines, but which have a definable end date.
169. ILSPs will not normally be granted in cases of divorce/partnership breakdown, financial difficulties or short-term illness, for which students should use the Mitigating Circumstances Process.
170. ILSPs will also not normally be granted in cases where a student's difficulties are felt to be ongoing, for which the standard Mitigating Circumstances process should be used.
171. *Disabled students would normally use the Reasonable Adjustment Plan process.*
172. A student wishing to discuss applying for an ILSP, should contact their Tutor or Student Success Officer/Coordinator. An ILSP can be drafted and appended to a mitigating circumstances application for consideration or be a recommendation following successful application to the Mitigating Circumstances Panel.
173. Once an ILSP has been formally agreed by the student and Programme Leader, and approved by the Mitigating Circumstances Panel, no further extensions to the deadlines detailed on the ILSP can be made.
174. The ILSP can only be implemented once the student has an agreed Mitigating Circumstances application.
175. The Mitigating Circumstances Panel will consider the most appropriate course of action for the student and that this will not always be the agreement to an ILSP.
176. The Programme Assessment Board may also, due to the number of failures, recommend that the student must suspend their studies or is failed without the opportunity to resit with mitigation. The Mitigating Circumstances Panel may recommend that a student to suspend their studies and will only consider the use of an ILSP where suspension can be shown to be detrimental to the student's studies.
177. Whilst it is not possible to submit resits on dates other than the University's defined Resit dates, students may additionally use the agreed ILSP to specify the future resit dates that they will submit resit components. Resits must be evenly split between the remaining resit dates. If a student doesn't submit at these agreed resit dates this will be recorded as a non-submission.

F. Reasonable Adjustment Plan (RAPs)

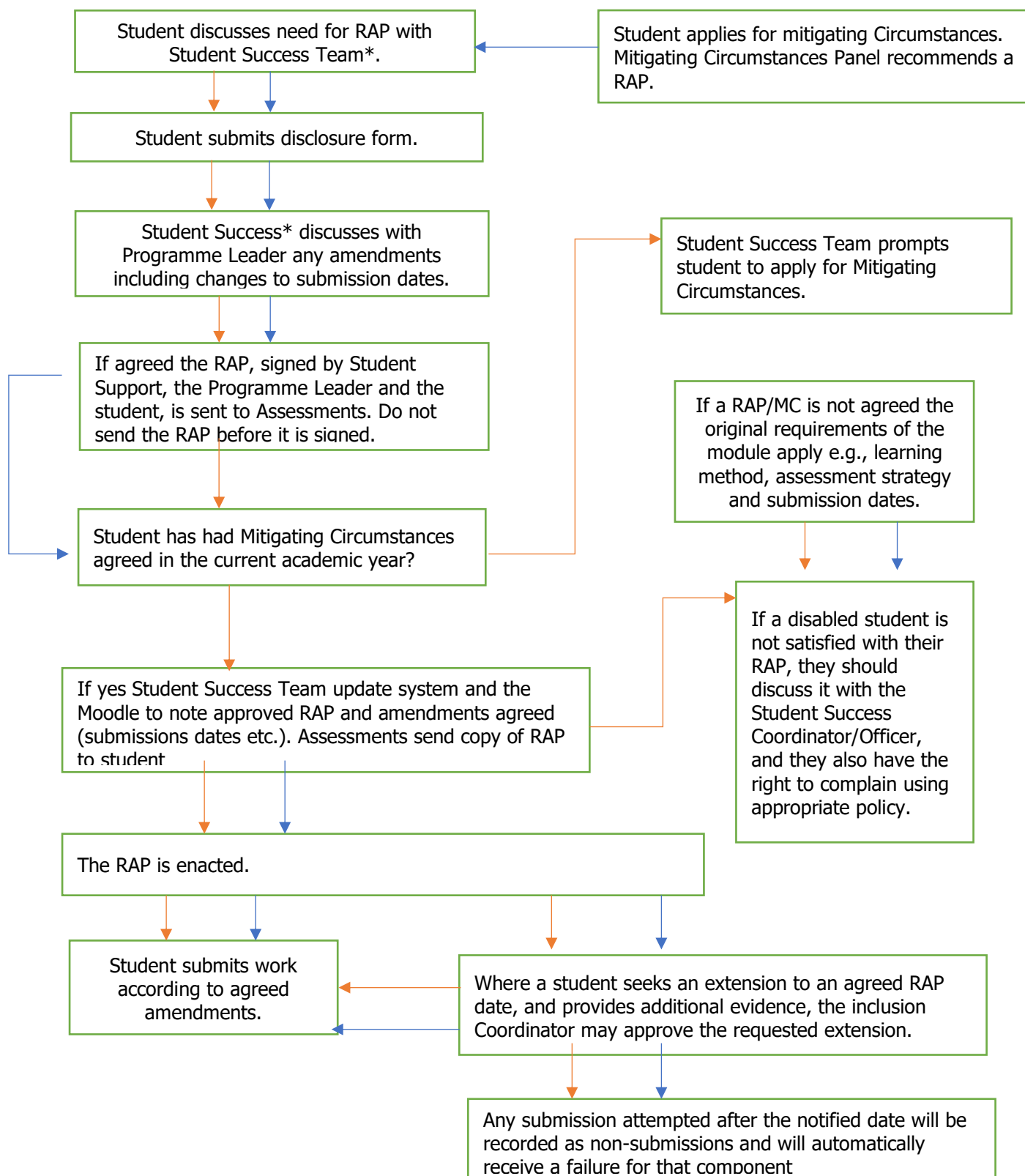
178. Where a student falls under the definition of disability according to the Equality Act 2010, the EDA College in line with Newman University will consider any reasonable adjustments which may be required to enable them to access learning and services on an equal basis with other students. It may be necessary to make some adjustments to assessment deadlines or exam arrangements.
179. A Reasonable Adjustment Plan (RAP) is a formal, negotiated agreement designed to support a student with an unstable / degenerative, chronic physical or mental health condition. Reasonable Adjustments Plans are a planned way of supporting and assisting students with ongoing health issues and empowering them to complete their studies as far as possible.



180. Reasonable Adjustment Plans are not retrospective and do not allow for work already submitted and assessed to be reconsidered.
181. Reasonable Adjustment Plans are defined for one academic year.
182. Where a student has more complex needs, an Individual Learner's Support Plan may be drawn up with the student, more fully outlining the arrangements in place. In some cases, this will include a Personal Emergency Evacuation Plan (PEEP).
183. Where a student is the main carer for an individual with disabilities which require high levels of personal support/care, or where a student is caring/supporting an individual with a chronic/life limiting illness, a student may apply for a Reasonable Adjustment by Proxy.
184. All applications must be made to the Mitigating Circumstances Panel and supported by relevant documentary evidence.
185. If a student needs any reasonable adjustments or special arrangements to be made to enable them to complete assessments or examinations, these should be discussed with the appropriate member of the Student Success Team Inclusion Coordinator or Welfare Officer.
186. Subject to completion of a disclosure agreement, information about suitable arrangements will be shared with academic departments and other services. The level of disclosure to be made to any individual involved will be determined, where possible, by agreement with the student concerned in discussion with the appropriate member of the Student Success Team
187. Students with a RAP may apply for extensions under grounds not related to their RAP. Students with a RAP cannot normally apply for extensions using the grounds under which their RAPs were granted. Where a student holds a RAP, but seeks an extension to an agreed date, where they are able to provide additional evidence, the Inclusion Coordinator or Welfare Advisor may, approve the requested extension.
188. There are two ways for a student to receive a RAP. The student may approach Student Support to discuss a RAP. Alternatively, the Mitigating Circumstances Panel can recommend that the student meets with Student Support.
189. The student will be asked to complete a disclosure form, to enable relevant information to be shared with those who will be responsible for implementing any adjustments or special arrangements, such as Module Leaders, the Assessments Team, or those involved with placements (including professional experience modules) including the work-based mentor.
190. Students should note that if they choose not to disclose a condition, the University/placement may not be able to make appropriate adjustments.
191. The Inclusion Coordinator will liaise with the relevant Programme Leader to seek their formal agreement and advice on necessary changes to dates and the agreed changes will then be submitted to the Mitigating Circumstances Panel for information. The Assessments Team are notified by the Inclusion Coordinator via the Intranet.
192. In the case where a student has a degenerative or unstable condition, changes may need to be agreed to the support given at short notice. Such changes should be processed as an amendment to the student's Reasonable Adjustment Plan.
193. For students who have had a RAP implemented in a prior academic year of their current Programme of study, a RAP/RAP by Proxy can be agreed for subsequent years of the same Programme without the student needing to first apply for Mitigating Circumstances. Assessments will check that the student is recorded on University Inclusion records, and that a RAP/RAP by Proxy was agreed in the prior academic year, prior to implementing the new RAP.
194. Whilst it is not possible to submit resits on dates other than the University's defined Resit dates, students may additionally use the agreed RAP/RAP by Proxy to specify the future resit dates that they will submit resit components. Resits must be evenly split between the remaining resit dates. If a student doesn't submit at these agreed resit dates this will be recorded as a non-submission unless a revised RAP is agreed.



Reasonable Adjustment Process Flowchart



*Student Success Coordinator/Officer and/or Student Support/Wellbeing Officer.



G. Electronic Submissions with an ILSP or RAP

195. Once the Assessments Team have received the documentation, the deadline on the Moodle Assignment is edited by College Team. The student will see the new deadline on their Moodle Assessment Tab. The marking tutor will also see the revised deadline when they open the assignment to mark the regular submissions.

H. Confidentiality

196. Though exact details of actual meetings are generally never shared; students should be aware that the records kept may be discussed at the Mitigating Circumstances Panel and go on to inform and contextualise decisions about a student's progression.
197. A student must inform the Tutor/ Modul Leader or Programme Leader if they do not wish their details to be used in this way.

I. General Assessment, inclusive of Assessment for Disabled Students

198. The Equality Act (2010) requires that reasonable adjustments (also known as accommodations) are made by academic institutions to ensure that disabled people have equal opportunities to fully participate in and benefit from the learning and services available. It places a duty on public bodies (which includes Higher Education institutions) to actively promote equality of disabled students and to review policies, procedures and practices to ensure that they do not discriminate.
199. The aim of disability legislation is not to create lower standards or privileges, but to enable students to participate on an equal basis and to demonstrate their ability and potential.
200. Programme Team is required to ensure wherever possible that their learning, teaching and assessment practices are inclusive and accessible to all students and where this is not possible, to consider or propose a suitable alternative assessment item and to provide such an alternative to any student either deemed through recognised disability or demonstrative circumstances to warrant it, or may include such elements as Dictaphones, a scribe, additional time, memory aides, a computer or reader. Such alternatives must be designed to measure the same learning outcomes as the standard assessment method.'

J. Progression

Pre-Assessment Boards (Pre-ABs)

201. EDA College requires that each Module and Programme experience Pre-Assessment Board (Pre-AB) at the times agreed within the EDA College however prior to the Newman's Programme Assessment Board dates.
202. All relevant Assessors, Moderators, Module Leaders and Programme Leaders are required to attend their Pre-AB and to provide feedback on their findings for the Modules under consideration.
203. The marks considered at the Pre-AB are taken forward for consideration by the relevant Programme Assessment Board.
204. Pre-Assessment Boards are made up of:
- Chair (Principal of EDA College)
 - Programme Leaders
 - All module leaders for the modules in consideration
 - The relevant link tutor from Newman University
 - Representatives from the Assessments Team
 - College Staff Coordinator as Secretary to the Board.
205. The Pre Assessment Board receives the marks by modules, for each student, at each level of the programme concerned.

Programme Assessment Boards (PABs)

206. The EDA College complies with Birmingham Newman University's Programme Assessment Board



(BAPs) regulations. Therefore, the following will apply;

- a. At the Programme Assessment Board, marks are confirmed and ratified by the board and relevant external examiners, including the relevant Chief Departmental external examiners of Newman University, and decisions made on individual students.
- b. Programme Assessment Boards are made up of:
 - Chair (senior member of the academic staff, for example an Executive Dean/Assistant Dean of Faculty of relevant School of Newman University).
 - Programme Leaders & Module Leaders where their subject contributes to the particular programme concerned.
 - The relevant subject external examiner
 - The relevant Chief Departmental external examiners
 - Relevant Programme Leaders
 - Representatives from the Assessments and Graduation Team
 - Assistant Registrar or Quality Office staff member as Secretary to the Board
 - Academic Registrar
- c. The Programme Assessment Board receives the marks by overall profile including all modules, for each student, at each level of the programme concerned.
- d. The members view a transcript of results which indicates the overall mark for each module (but not the individual assessment component marks), together with a relevant recommendation code for the module. The most common codes used are detailed below:

P	Pass
R	Fail/Resit/Retake required
M	Mitigating Circumstances Agreed
AO	Academic Offence found against student
UI	Academic Offence under Investigation
NS	Non-Submission of Work
S	Suspended
W	Withdrawn
AM	Awaiting Mark
OG	Ongoing Module

- e. The Programme Assessment Board is able to view the students' full profile and therefore, using the General Academic Regulations, make decisions regarding each student.
- f. The range of decisions taken by the Programme Assessment Board includes:
 - Award Degree, including classification.
 - Pass and proceed to next year of study.
 - Resit failed components.
 - Retake failed modules (that is to attend all timetabled sessions, and submit all relevant assessment items, even if previously passed)
 - Retake year
 - Resit failed components or retake the year.



- Retake or retrieve the year.
 - Confirm current position.
- g. Students will only be withdrawn when all attempts to contact and support the student have failed and will only be agreed at the final resit board of the academic year with the relevant Executive Dean's approval.
- h. All decisions are made on the basis of evidence provided to the Board from the results agreed at the relevant Pre Assessment Boards and any recommendation of the Mitigating Circumstances Panel. Decisions relating to possible withdrawal of a student must also take into consideration the reports on both attendance (making use of the University attendance software) together with engagement data drawn from Moodle engagement and submission of work, as well as engagement with academic or support staff during the year.

Extraordinary Programme Assessment Boards

207. For guidelines on an Extraordinary Programme Assessment Board may be taken directly from Newman University's General Academic Regulations document.

Communication of Results

208. It is a student's responsibility to ensure that they access their results following the Programme Assessment Boards. This will normally be done through the given portal. The communication will include details of the right to appeal, and transcript, together with details of resits required. For students without a clear profile to proceed or complete their studies, Programme Leaders and Heads of Subjects are required, using the spreadsheets provided after the boards, to contact students to discuss what they need to do and to offer them appropriate support.
209. For students undertaking programmes of study delivered by a partner institution, confirmation of the ratification of results/awards by the University will be provided by the partner institution.

Transcripts

210. A formal Record of Achievement will be produced for each student for each year of their Programme Assessment Boards. The transcript will provide the information required under the Bologna Diploma Supplement Agreement and will indicate the modules taken and give details of any failures.
211. Under the Bologna Diploma Supplement Agreement all transcripts include the title, mode of study and length of programme, the student's name, date of birth and unique student identifier. The transcript must also indicate the principal language of study.
212. Further information in the form of explanatory notes must also either accompany the transcript as a separate page or be printed on the reverse side of the transcript. These explanatory notes explain the credits and levels of the Higher Education system in England and Wales, together with classifications, exemptions, validation details and contacts for further information.
213. Students completing their awards are also provided with a Higher Education Achievement Report (HEAR) which provides details of all marks, assessment types, award, professional body status and any additional verifiable activities.
214. On receipt of their transcript, students are expected to check their marks for any possible anomalies. Should a student believe that a mark indicated for an assessment component is inaccurate, they are required to write to the Assessments and Graduation Team with full details.
215. If the mark is incorrect a new amended transcript and letter will be sent to the student. Where such a change is required, it will be formally reported at the next available Programme Assessment Board.

Progression within Birmingham Newman University

216. Overall, a student's progression must be subject to satisfying all conditions and requirements of the particular programme of study being followed leading to a named award and subject to the



maximum duration of registration or the award concerned.

217. Students undertaking professionally accredited programmes, particularly ITE and Nursing allied health programmes, are expected to pass the relevant professional elements and may be delayed in progressing between years if professional elements are not passed. For CSP (Chartered Society of Physiotherapy) and RCOT (Royal College of Occupational Therapists) approved programmes, it is not normally permitted that a student can proceed from one year or level of a programme to the next without having successfully completed all the pre-requisites for the following year or level.
218. Students with 50% or more failed modules at the end of their first semester will be warned on their progress and are normally required to meet with a designated member of academic staff.
219. After the results of module assessments have been confirmed by the relevant Programme Assessment Board, an individual student will automatically be entitled to the award achieved on the criteria listed in the Regulations, subject to satisfying any specific requirements of the programme of study on which the student is registered.

Reassessment

220. A student will be deemed to have passed a module on undergraduate programmes on obtaining a mark of 40% or more in each component (or subject to the rule of Compensated Pass), subject to any criteria specified by the Subject Assessment Board concerned as to how the mark is to be calculated (e.g. by specifying the relative weighting of coursework, examination or other components) and any other conditions (e.g. the minimum marks to be required in each component); marks between 39.5% and 40% inclusive will be regarded as 40% for these purposes.
221. For levels 4 and 5, where a student has submitted an item of coursework and failed, the student will be required to resubmit the same task, using feedback received to improve the submission.
222. Students who fail a coursework assessment through non-submission or who have successfully applied for mitigating circumstances will be required to resit.
223. At level 4 and level 5, for those students who attended but failed an examination, reassessment will also be by resitting the original examination paper during the next resit period advised. Students' papers may be made available through the subject area, and feedback and marks are made available either through The VLE or the Registry Office.
224. Those who fail to attend an examination, including those with mitigating circumstances, will be required to resit the examination.
225. A student will have the right to be reassessed in any failed module(s) subject to the limitations below.
226. Students may redeem failure through the following reassessment opportunities:
- (i) resitting the failed component(s) without re-registration on that module
 - (ii) where required or advised by the Programme Assessment Board, retaking the complete module and all its assessments.
 - (iii) Where the student has achieved 100 credits at Foundation Year, Level 4 or level 5, the student will be offered the opportunity of a **condoned fail** in the module concerned where they do not have to resit (except in the case of professional programmes or prerequisite modules)
227. Reassessment (whether by resit or retake) of a module or component must normally be completed within the two academic years following the original failure in that module.
228. Students are normally expected to resit at the first opportunity. Non-submission will count as a **fail**, unless a student has approved mitigating circumstances.
229. Where a resit is required for a School Experience or other item of work placement, it may be necessary for the resit to be taken out of sequence, which in turn could delay the expected completion date for the student's programme by a term / semester. Students may only defer the resits once.
230. Students will normally be offered a second resit opportunity, except for professional programmes where there are specific exceptions. For Foundation Year students (commencing their studies from the start of the 2019/20 academic year onwards), a second resit opportunity may mean that they



carry resits into the first year of their three-year degree (at the end of their Foundation Year).

231. The second resit opportunity is at the discretion of the Programme Assessment Board which may decide not to offer it in some circumstances e.g.:
- (i) The student has not complied with previous instructions of the PAB such as meeting with the Programme Leader, Coordinator, Academic and Professional Tutor, Module Leader or attending support sessions
 - (iv) (ii) The student has failed to take advantage of resit support arranged within the subject or programme, such as tutorials or workshops
 - (v) The student is already carrying a burden of failure in excess of the percentage deemed by the PAB be retrievable within an appropriate timescale.
 - (vi) The student is not deemed '*in good standing*' by virtue of poor attendance, a breach of academic integrity or other reason.
232. Some programme of study may include attendance requirements. Failure to meet these attendance requirements may require a student to retake a module, or a semester or year of study.
233. Where failure in a placement module is on the grounds of a serious breach of professional values, resit or retake will not normally be permitted. The decision will be taken by the relevant PAB, including the appropriate Programme Leader and advised by the relevant placement coordinator. The usual right of appeals will apply. Further information about appeals can be found on EDA College website.
234. Students undertaking a work or school placement are also subject to the relevant professional requirements specified by their programme, and are required to abide by the Fitness to Practice Policy.
235. Where circumstances warrant, the Executive Dean of the relevant Faculty may suspend a student from placement and invoke the Fitness to Practice Policy. A Fitness to Practice panel may be called which will consider if a student is fit to Practice. Any student found unfit will be withdrawn from their placement with immediate effect and this will normally be deemed a failure with no right of resit.
236. Where students are failing their school experience module, the student is offered the opportunity to discuss their failure with the relevant external examiner.
237. It is the student's responsibility to ensure that they take the appropriate action to redeem any failures.

Resitting

238. If a module is failed (where the mark is less than 40% overall, or where an assessment component mark within a module at level 4 or 5 is less than 35% or less than 40% at level 6, for undergraduate modules or less than 50% for Master's Level (level 7) modules), all components with a mark below 40% (50% for taught Master's programmes) must be reassessed.
239. Those students who have received a recommendation from the PAB for 'Resit without Penalty' will be eligible to resit.
240. For the purpose of re-assessment, a student may resit the assessment without re-registering on the module(s) concerned.
241. EDA College on behalf of Birmingham Newman University retains the right to assess the student on the prevailing syllabus without the right to further tuition.
242. For some modules (e.g. those involving laboratory, studio or group work) attendance at all or part of the module may be an essential requirement; in such cases the module may be expressly specified by the subject team (or equivalent) as excluding the possibility of resits for students who have failed and who cannot meet the requirements without further attendance. In such circumstances recovery from failure will normally require attendance at all or part of a future offering of the module. Such exclusion will be contained in the module information and will apply equally to all students.
243. No resits can be taken unless authorised in advance by the PAB.
244. For a resit component the relevant result code will indicate if this is with penalty (for a maximum



of 40% for undergraduate programmes and 50% for postgraduate programmes), or without penalty if mitigating circumstances has been approved.

245. When any module is discontinued, there will normally be two opportunities for resit assessments at times specified by Birmingham Newman University; there will be no opportunity for an assessment by retake with re-enrolment on the discontinued modules.
246. Unless there are strong reasons to the contrary the resit will normally be carried out by the same combination of written examination, coursework etc. as in the first attempt, unless specified otherwise in the relevant Assignment Brief, though the particular components to resit by each student may be determined by the PAB concerned.
247. Failure to submit work or to attend an examination or other form of assessed work will be deemed as a failure and counted as an attempt.
248. All students will have the right to resit an examination or resubmit an assessment component of coursework which is deemed a failure as long as they are deemed to be in 'good standing' with EDA College/Birmingham Newman University.
249. Any student against whom disciplinary action has been taken, or who has been found guilty of a breach of academic integrity, will not be deemed to be in good standing with the EDA College/Birmingham Newman University.
250. Students who have persistently ignored requests to attend discussions on their progress, or ignored the requirements of previous boards, may also be deemed not in good standing and may not be offered the opportunity to resit.

Electronic Resits

251. On the Moodle a resit assignment is created for each student entitled to a resit. Students will see The VLE resit assignments on their The VLE Dashboard and on their The VLE pages, with the resit link available at least three weeks prior to the resit submission date.
252. Tutors will also see on their Moodle pages if a student on that module has a resit and will receive an email when a student submits to a resit assignment.
253. Resits will not be anonymized since tutors will need to view the original submission and the feedback given.
254. Students who have passed less than 50% of their credits (across all results being considered) will be recommended to recover then during a retrieval year.
255. A Retrieval Year is distinct from a Retake Year. It is designed to allow students to "catch up" if they have a significant number of modules not passed.
256. The decision to offer a student the opportunity to undertake a Retrieval Year will be taken by the Programme Assessment Board or the Appeals Board. In addition, this course of action may be recommended by the Mitigating Circumstances Panel.
257. The purpose of the Retrieval Year is to allow students the opportunity to resit modules already studied without the pressure of additional modules building up; these resits will be split between the agreed submission points within the year.
258. Only one Retrieval Year may be granted for each level of study. Students undertaking a Retrieval Year will be required to complete a Retrieval Plan which will be signed off by their Academic Personal Tutor. Students undertaking a Retrieval Year will be required to meet with their Academic Personal Tutor. The number of meetings undertaken will be specified in the Retrieval Plan and will be reviewed at the end of Semester 1 by the Academic Personal Tutor or the Programme Leader. Progress against the Retrieval Plan will be monitored by the Programme Assessment Board. Students who make insufficient progress will be required to withdraw from the University.
259. Students will be allowed to carry forward existing mitigating circumstances and may apply for mitigating circumstances for assessments being undertaken during the Retrieval Year. However, they will need to have achieved 20 credits for the year at the semester 1 assessment board, 40 credits at the semester 2 assessment board and the remainder of the credits by the end of the Retrieval Year.
260. Students who are required to undertake a Retrieval Year will have access to some University



facilities. However, academic support will be limited to that provided by the Academic Support Advisers and the Academic Personal Tutor.

261. Students undertaking a Retrieval Year will not be liable for tuition fees.

Retaking of Module(s)

262. For the purpose of reassessment, a student may be required to retake the complete module(s), provided that the module has **not** been passed, by re-registering on the module at the next available opportunity. This may require the student to repeat a year of study before proceeding to the following year of his/her programme.

263. The right to retake a module by re-enrolment is subject to the Module or a direct equivalent still being offered by the University. Where a module is no longer available, a direct equivalent of a larger size may be offered as part of a negotiated diet of modules to be agreed with the student where possible.

264. Complete reassessment in all components will normally be required when a module is retaken (including any component previously passed), with the original marks being erased from the student's record.

265. Students are not permitted to retake a module, or a year of study, in order to improve their academic classification.

266. In those instances where a student has retaken a single module twice and exhausted all available resit opportunities, the student will be required to undertake an equivalent or negotiated module in place of the original module, should the PAB be in support of the student's continuation on their programme of study.

Condonement of failure in level 4 and level 5 modules (including Foundation Year)

267. If a student has made at least one attempt at the module (a submission must have been made for the resits) and if the rest of their level 4/level 5 or Foundation Year profile is clear (so that they have passed 100 credits at that level, the student will be offered the option to either resit or retake the module, or take the option of a condoned failure.

268. This does not apply to those programmes with professional accreditation or to pre-requisite modules.

269. There is no condonement at level 6.

Academic Appeals (Representation against an academic decision)

270. A student who is not satisfied with a mark ratified by a PAB may submit an academic appeal following the Boards or may consider the EDA College's/ Newman University's student complaints procedures. **Re-marks are not available.**

271. Appeals against decisions made by the PAB include those decisions made by the Board on the recommendation of the Mitigating Circumstances Panel. As the Mitigating Circumstances Panel is a sub-board of the Programme Assessment Board, no appeals should be made directly to the Mitigating Circumstances Panel.

272. The EDA College or Newman University's Academic Appeals Procedure applies to all students who are enrolled on all courses offered by EDA College/Birmingham Newman University.

273. All appeals are required to be submitted within one month of the date of the official results received.

274. Appeals against academic integrity decisions and discipline panels do not come under these guidelines and students should refer to Student Disciplinary Procedures.

275. In those cases where examination or assessment performance has been genuinely affected by adverse personal circumstance, students should always advise the Student Success Team as soon as possible. The EDA College along with Newman University has a process for enabling its PABs to take mitigating circumstances into account.