

YORK
COLLEGE

**UNIVERSITY
CENTRE**



**Student Handbook for Open
University Validated Programmes**

**Foundation Degree Digital
Technologies (Cybersecurity)**

2023/24

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- Aims of the module
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1 Welcome and introduction

Welcome from the Chief Executive and Principal

Thank you for choosing York College University Centre for your Higher Education (HE) programme – may I say you are very welcome!

Commencing a HE programme may be somewhat of a daunting experience; there will be much to take in as you study at a higher level. Don't worry though, every single York College colleague wants you to succeed and to get to wherever it is that you're intending to get to – so please do talk to us and make sure you have the support you need to be successful.

Getting to this point means you have already achieved a significant amount and that is something to be hugely proud of. In this next chapter, do make the most of all of the learning experiences you will have; connections to other academic institutions connections to employers; connections to new peers in your sessions, and of course the talented colleagues who will be facilitating your learning.

I look forward to learning more about your progress over the coming year.

Very best wishes for a positive and productive time with us.

Lee Probert

A handwritten signature in black ink, appearing to read 'Lee Probert', with a stylized flourish at the end.

Chief Executive and Principal

Welcome from the Head of Higher Education

Welcome to York College and University Centre.

Over the last few years our HE students have consistently fed back that they are very satisfied with quality of the supportive teaching and learning that they received during their study with us. Our tutor's enthusiasm and passion for their subject area and their exceptionally supportive approach to teaching are the key strengths of our higher education provision. We pride ourselves on the way that we teach, advise and support our students to be successful on their course and this shows in the excellent achievement rates for our 2022/23 cohort.

This handbook is essential reading as it provides important information about what you can expect from College and what College will expect from you in return. Please familiarise yourself with its contents and, if you are unsure, feel free to ask questions of your tutor or any other member of HE staff. We will be happy to help you if we can.

I very much look forward to meeting you and hope your time at York College University Centre is rewarding and successful in helping you to achieve your goals.

Best wishes

Louise Doswell

Director of Curriculum; Higher, Technical and Professional Education



Welcome from The Award Leader

Welcome to York College. In particular, welcome to the Foundation Degree Digital Technologies (Cyber Security). This programme has been designed by the delivery team, with the support of our industry advisors and is validated by The Open University.

This handbook provides you with information about your programme including key contacts, your responsibilities as a student, college facilities, policies, assessment, regulations, and having your say. There is a lot of information, but it is important to familiarise yourself with the procedures, regulations and key dates.

On behalf of the team, we are looking forward to working with you and hope that your time at York College is both enjoyable and successful.

Richard Hind

Award Leader, Foundation Degree Digital Technologies (Cybersecurity)



Introduction to York College

At York College we value and respect all our students. We celebrate individual achievement and understand that our students are all different. Students should expect their time with us to be challenging, fulfilling, demanding and exciting. We work with our students to prepare them for further study and employment, and for the challenges ahead. Staff at York College work very hard to ensure that every student reaches their full potential and takes advantage of the opportunities available.

2 Academic Calendar (including term, assessment and exam board dates)

HE Calendar Sept 2023

Semester 1

18 Sept 23 – 27 Oct 23

Half Term 30 Oct 23 – 3 Nov 23

6 Nov 23 – 22 Dec 23

Christmas Break 25 Dec 23 – 5 Jan 24

8 Jan 24 – 12 Jan 24

Inter Semester Week 15 Jan -26 Jan

Semester 2

29 Jan 24 – 9 Feb 24

Half Term 12 Feb 24 – 16 Feb 24

19 Feb 24 – 22 Mar 24

Easter Break 25 Mar 24 – 5 Apr 24

8 Apr 24 – 24 May 24 (Bank holiday 6 May 24)

Half Term 27 May 24 – 31 May 24

3 Jun 24 – 7 Jun 24

Exam Boards take place after each semester, February and June.

Student calendar 2023-4

STUDENT CALENDAR 2023 - 2024



AUGUST 2023

WK	M	T	W	T	F	S	S
1		1	2	3	4	5	6
2	7	8	9	10	11	12	13
3	14	15	16	17	18	19	20
4	21	22	23	24	25	26	27
5	28	29	30	31			

SEPTEMBER 2023

WK	M	T	W	T	F	S	S
5					1	2	3
6	4	5	6	7	8	9	10
7	11	12	13	14	15	16	17
8	18	19	20	21	22	23	24
9	25	26	27	28	29	30	

OCTOBER 2023

WK	M	T	W	T	F	S	S
9							1
10	2	3	4	5	6	7	8
11	9	10	11	12	13	14	15
12	16	17	18	19	20	21	22
13	23	24	25	26	27	28	29
14	30	31					

NOVEMBER 2023

WK	M	T	W	T	F	S	S
14			1	2	3	4	5
15	6	7	8	9	10	11	12
16	13	14	15	16	17	18	19
17	20	21	22	23	24	25	26
18	27	28	29	30			

DECEMBER 2023

WK	M	T	W	T	F	S	S
18				1	2	3	
19	4	5	6	7	8	9	10
20	11	12	13	14	15	16	17
21	18	19	20	21	22	23	24
22	25	26	27	28	29	30	31

JANUARY 2024

WK	M	T	W	T	F	S	S
23	1	2	3	4	5	6	7
24	8	9	10	11	12	13	14
25	15	16	17	18	19	20	21
26	22	23	24	25	26	27	28
27	29	30	31				

FEBRUARY 2024

WK	M	T	W	T	F	S	S
27				1	2	3	4
28	5	6	7	8	9	10	11
29	12	13	14	15	16	17	18
30	19	20	21	22	23	24	25
31	26	27	28	29			

MARCH 2024

WK	M	T	W	T	F	S	S
31					1	2	3
32	4	5	6	7	8	9	10
33	11	12	13	14	15	16	17
34	18	19	20	21	22	23	24
35	25	26	27	28	29	30	31

APRIL 2024

WK	M	T	W	T	F	S	S
36	1	2	3	4	5	6	7
37	8	9	10	11	12	13	14
38	15	16	17	18	19	20	21
39	22	23	24	25	26	27	28
40	29	30					

MAY 2024

WK	M	T	W	T	F	S	S
40				1	2	3	4
41	6	7	8	9	10	11	12
42	13	14	15	16	17	18	19
43	20	21	22	23	24	25	26
44	27	28	29	30	31		

JUNE 2024

WK	M	T	W	T	F	S	S
44						1	2
45	3	4	5	6	7	8	9
46	10	11	12	13	14	15	16
47	17	18	19	20	21	22	23
48	24	25	26	27	28	29	30

JULY 2024

WK	M	T	W	T	F	S	S
49	1	2	3	4	5	6	7
50	8	9	10	11	12	13	14
51	15	16	17	18	19	20	21
52	22	23	24	25	26	27	28
1	29	30	31				

KEY:

- Bank Holiday
- Student Holidays
- Efficiency Closure Days
- Training Day/Week (Students not in College)
- Student Enrolment, Advice & Guidance
- College Induction Days & Late Enrolment

- AUTUMN TERM:** 7 September 2023 – 22 December 2023
Half Term: 30 October 2023 – 3 November 2023
- SPRING TERM:** 8 January 2024 – 22 March 2024
Half Term: 12 February 2024 – 16 February 2024
- SUMMER TERM:** 8 April 2024 – 5 July 2024
Half Term: 27 May 2024 – 31 May 2024

3 List of Programme Director and Academic Staff, their Contact Details

Higher Education			Role
Louise Doswell	Director of Curriculum; Professional and Commercial Industries (HE Lead)	ldoswell@yorkcollege.ac.uk	Managing HE studies and the HE curriculum
T.B.C.	Deputy Head of Higher Education and Professional		Acts as deputy managing in the Higher Education and professional curriculum
Lynne Mountford	Higher Education Co-ordinator	lmountford@yorkcollege.ac.uk	Working with partners, students and external bodies. HE administrative support.
College Management			
	InfoZone	Email: info@yorkcollege.ac.uk	All enquiries

4 List of Support Staff (technical and administrative)

Student Services			
Disabled Student Queries or Disabled Students' Allowance (DSA)		www.gov.uk/disabled-students-allowances-dsas/overview	Queries relating to applications for DSA funding
Lisa Sorfleet Natasha O'Donnell	Funding Adviser	funding@yorkcollege.ac.uk	The Your Experience Funding Advisers are here to provide guidance on course fees and bursaries. If you are experiencing financial difficulty and this is affecting your course, please speak with them to see if there is any assistance the college can provide.
Isla Beevers	Student data and Exams Manager	ibeevers@yorkcollege.ac.uk	Processing change of circumstances on SLC and dealing with course corrections and Exams
Karen Gray	Sales & Income Coordinator	kgray@yorkcollege.ac.uk	Confirming Attendance to SLC to release loan payments
Debi Saunders	Head of Quality of Education	dsaunders@yorkcollege.ac.uk	Quality Assurance Manager for York College
Printing Services			
Papercut			Located on G-Floor

Director of Curriculum; Professional and Commercial Industries (HE Lead) with responsibility for HE programmes is Louise Doswell and the new Deputy Head of Higher Education. Sarah and Sharon will visit groups in classes and in the HE faculty throughout the year, please do use these opportunities to pass on your feedback. Alternatively, email them ldoswell@yorkcollege.ac.uk

Lynne Mountford is the HE Co-ordinator and has overall responsibility of coordinating HE within college. She is also the point of contact for students who require support. Lynne can be contacted on lmountford@yorkcollege.ac.uk

5 Name, Position and Institution of the External Examiner(s) Involved in the Programme

External Examiner
Dr John Dixon PhD
Lecturer
+44 (0)1482 347513
University of Hull, Hull, UK HU6 7RX

6 Introduction to the Programme

Guide to Your Learning

The College uses Microsoft Teams for the majority of its teaching. You will have a team for your course and there is also a central HE Teams area called HE Essentials, which contains information about HE at York College and other notices and regulatory information. You will be sent a link and a welcome to this site in the first few weeks of the academic year and will receive updates throughout the year as new information is added. This team includes regulations, policies and forms that you will need as you go through your programme.

Your course team will contain course resources, assessment and other programme specific resources. You will be shown how to access this.

Turnitin

Turnitin is an external system that checks your writing against millions of other pieces of writing including all others Turnitin previously. It will highlight where there are matches with the other writing in its database and give you a match percentage based on the number and length of those matches. For example, a piece of work with a couple of small matches might return a percentage of 5%, but a piece of work with several large matches might return a percentage of 50%.

You will be required to submit all your written work through assignment dropboxes within Teams, and these will then pass through Turnitin to be checked for originality and then for grading. Your tutor may use Turnitin to give feedback, including comments on your grade; why you received it; and what you can improve for the next assignment. Because this is hosted on HE Teams, you can access this feedback wherever you have an internet connection. However, your tutor will still expect to have tutorials with you to discuss your progress and to give you feedback on your assignments.

Do bear in mind that matches will occur for common phrases that have been used by other writers and students, and it may also find a match where quote marks or referencing have not been used correctly. This is obviously taken into account when your work is graded

The Digital Technologies team at York College has been delivering a Foundation Degree course since September 2004. Initially in partnership with Sheffield Hallam University and then in 2014 we wrote our own course, known as Computer Systems Design and Solutions which embodied the key principles of the industry with a strong focus on real-world solutions.

In 2020 this course was re-written to incorporate a core element of information and cybersecurity, in response to the evolving threat landscape and the massive skills gap being predicted by industry analysts, business leaders and the government.

While the course continues to deliver core computing subjects including programming, database design, networking, website development and the underpinning maths and wider professional skills; it also includes information security principles based on industry standards and the Cybersecurity Body of Knowledge (CyBoK).

The course will equip you to progress to a (level-6) top-up year, full-time or part-time, to enable you to achieve a full BSc (Hons) degree through the Open University or a local university, if you prefer full-time, face to face teaching. It will equally well prepare you for direct entry into the industry and equip you to start working towards achieving professional qualifications in cybersecurity.

The programme is timetabled for two days per week and 100% attendance is expected, along with a commitment to work outside of your timetabled hours for another two working days. However, this does give you the freedom to take on part-time paid employment alongside the course, and/or unpaid work placements or voluntary work.

Your base room is 1F011, the cybersecurity lab on the IoT corridor in the Digital Technology and Engineering area. We expect the room to be treated with respect – no mess, no eating, no misuse of the computer equipment. As HE students we expect you to set a high standard of professional behaviour in the college. We also expect 100% attendance on the days you are timetabled in college.

The course is split into 12 modules delivered over 2 years (level-4 and level-5). The first year modules are designed to provide the foundation knowledge of digital technologies and information security which is required for the specialist modules in year 2.

The teaching team for 2023/24 is as follows:

Richard Hind – Module tutor for Information Security Concepts, Discrete Maths and Cryptography, Individual Research Proposal, Information Security in Practice and Secure Networking Practice.

Val Roddis – Module tutor for Database Design Principles, Professionalism in the Digital Sector, Individual Research Proposal and Building Secure Databases.

Andy Stanway – Module tutor for Introduction to Programming and Computer Hardware Fundamentals.

Nicola Blofeld – Module tutor for Psychology of Cybercrime and support tutor for Website Security Technologies.

Matt Corah – Module tutor for Psychology of Cybercrime and support tutor for Website

Security Technologies and Individual Research Proposal.

You will be allocated a named personal tutor who is the first point of contact for academic and pastoral matters:

Year 1: Val Roddis, vroddis@yorkcollege.ac.uk, 01904-770348, office 1F020

Year 2: Richard Hind, rhind@yorkcollege.ac.uk , 01904-770198, office 1F020

Period of Registration for Open University awards

The period of registration will commence on the date the student registers on a Programme in September. The minimum and maximum periods within which a student will be expected to complete the programme of study and associated assessment, including the time period for any resit assessments, stated below.

The registration period is as follows:

- Foundation Degree students will be registered on the programme at York College for two years full-time and up to four years part-time.
- Full time BA (Honours) Top-Up students will remain registered for one year and up to two years part-time.
- BA (Honours) students will remain registered for three years if full time or up to six years if part time (if applicable).

The period of registration for students may be extended or terminated.

A student will remain registered for the maximum period of the award or until they have achieved the award or the registration has been terminated, whichever comes first.

The period of registration may be extended if:

- the student has had to resit or retake parts of their programme of study
- the student has been unable to study or complete a year of study due to extenuating circumstances
- the student has been given permission to take a study break as described

7 Programme Specification (see link for subject programme specifications)

Overview/factual information

HE Essentials, you will have access to HE Essentials on HE Teams, in this area, you will find a number of sources of information and resources to support your HE study.

- Announcements
- Academic Resources and Writing
- Ethics Committee
- Policies, Strategy and procedures
- HE Quality Improvement Documents
- NSS
- Student Association and HE student rep feedback
- Teaching Excellence Framework (TEF)
- Careers, employability and further study opportunities
- Awarding body information/handbooks

Programme Aims and Objectives

To provide an overview of computing and information security principles to support business needs using current, industry standard technologies and approaches, with a strong focus on problem solving and the application of digital technologies supported by the underpinning theory to address the needs of the business enterprise in the 21st century.

To develop higher level technical and analytical skills in the vocational area of digital technologies which can be applied to a wide range of career routes including: information security management, systems and network administration, database administration, web development and programming; Along with a range of transferable skills including: personal development, research methods and 'soft skills' such as team working and interpersonal skills.

To integrate academic and vocational learning through assessments based on real-world case studies, developing a range of in-demand technical skills through practical experience with current technologies, appropriate management methods, tools, techniques and standards for the IT and security sectors.

The Programme Learning Outcomes

The Programme aims to produce graduates with the following skills and knowledge:

Level-4 (Year 1):

4A. Knowledge and Understanding

A1 Demonstrate a broad range of knowledge of the underlying concepts and principles of information security and cybersecurity.

A2 Apply the principles of information security with reference to security architectures, legal requirements and industry standards.

A3 Apply the principles of software development to a range of programming and database problems.

A4 Demonstrate knowledge of the fundamental concepts of encryption.

A5 Demonstrate knowledge of the laws relating to cybersecurity.

4B. Cognitive Skills

B1 Analyse and justify the suitability of computer hardware, software and systems for use within a secure networked environment.

B2 Apply discrete mathematics techniques in a range of theoretical and practical problem solving applications.

B3 Analyse real-world scenarios using standard data modelling techniques.

B4 Justify the use of specific programming techniques.

C4. Practical and Professional Skills

C1 Create software solutions using industry standard design techniques, programming languages, development environments and testing strategies.

C2 Engage with industry professionals through seminars, presentations, a professional body and membership of subject specialist groups.

C3 Create professional documentation for software, hardware and organisational solutions to address security problems.

C4 Create high-quality technical documentation for software and database system solutions.

D4. Key / Transferrable Skills

D1 Demonstrate the ability to work effectively as part of a team.

D2 Evidence the use of self-reflection techniques to plan and monitor professional development.

D3 Communicate effectively with a range of audience types both written and orally.

D4 Demonstrate the ability to solve a wide range of real-world problems using computational thinking skills.

Level-5 (Year 2):

A5. Knowledge and Understanding

A1 Demonstrate critical understanding of the underlying concepts and principles of information security and cybersecurity.

A2 Apply the principles of information security to unfamiliar contexts and real-world scenarios.

B5. Cognitive Skills

B1 Justify and evaluate the selection of security architectures for real-world applications which take into account current technologies, legal requirements and the contemporary threat landscape.

B2 Succinctly present rational and reasoned arguments that address a given problem and demonstrate independent decision making skills.

B3 Critically evaluate technical solutions to real-world problems, making reference to professional, technical and legal standards by way of justification.

B4 Identify primary and secondary source material which enhances subject knowledge.

C5. Practical and Professional Skills

C1 Select and apply appropriate technologies to configure network security, intrusion detection, auditing and penetration testing.

C2 Select and apply industry standard languages, development environments, test frameworks, database and web hosting platforms to develop secure systems and stand-alone applications.

C3 Create professional quality technical documentation and design work.

C4 Practically apply knowledge of cybersecurity technology and the threat landscape through the development of a project proposal.

D5. Key / Transferrable Skills

D1 Select and apply recognised research methodologies to develop independent project proposals in academic and industry contexts.

D2 Communicate professionally with a range of audience types both written and orally. D3 Plan and manage work schedules independently, observing professional behaviours throughout the process.

Programme Structure

Level-4

Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Introduction to Programming	20	Yes	1
Computer Hardware Fundamentals	20	Yes	2
Information Security Concepts	20	Yes	1
Database Design Principles	20	Yes	1
Discrete Maths and Cryptography	20	Yes	2
Professionalism in the Digital Sector	20	Yes	2

Level-5

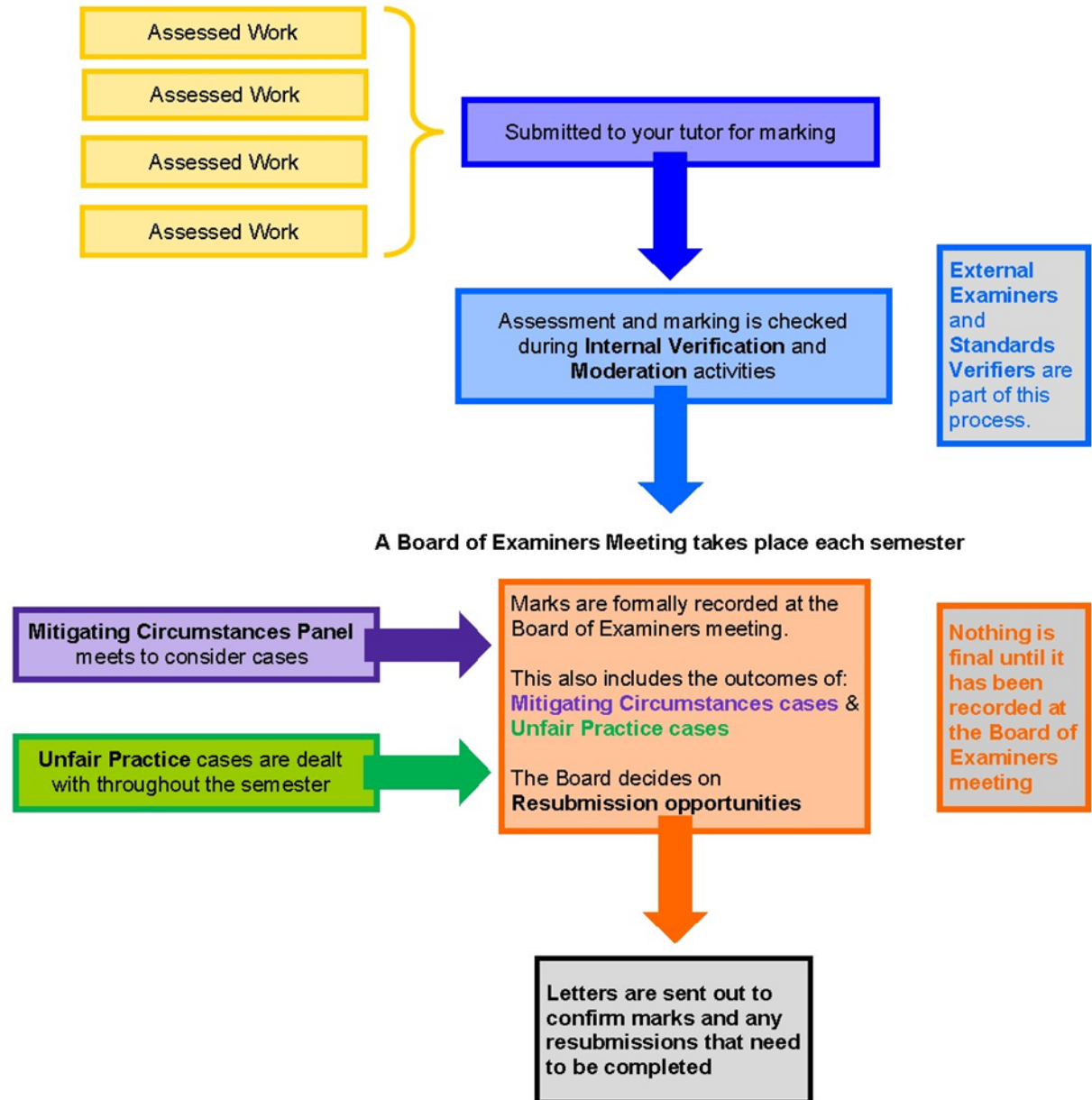
Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Information Security in Practice	20	Yes	1&2
Individual Research Proposal	20	Yes	1&2
Building a Secure Database	20	Yes	1
Psychology of Cybersecurity	20	Yes	1
Secure Networking Practices	20	Yes	2
Website Security Technologies	20	Yes	2

Level-4 Assessment Schedule

Module	Tutor	Hand-out date	Hand in date	Returned work	S1/S2
Introduction to Programming	A. Stanway				S1
Computer Hardware Fundamentals	A. Stanway				S2
Information Security Concepts	R.Hind				S1
Database Design Principles	V. Roddis				S1
Discrete Maths and Cryptography	R. Hind				S2
Professionalism in the Digital Sector	V. Roddis				S2

Level-5 Assessment Schedule

Module	Tutor	Hand-out date	Hand in date	Returned work	S1/S2
Information Security in Practice	R. Hind				S2
Individual Research Proposal	R. Hind & V. Roddis				S1 & S2
Building a Secure Database	V. Roddis				S1
Psychology of Cybersecurity	N. Blofeld				S1
Secure Networking Practices	R. Hind				S2
Website Security Technologies	M. Corah				S2



Key Points:

- Nothing is final until it has been recorded at the Board of Examiners meeting at the end of the semester, so if you have applied for Mitigating Circumstances or are awaiting your final marks, then the outcome will be in the form of a letter after the Board of Examiners meeting has taken place
- After each Board of Examiners meeting, there is a resubmission deadline which you must adhere to if you have been given the opportunity to resubmit a piece of assessed work
- If you have been asked to resubmit a piece of work then it will usually be capped at a Pass, unless your mitigating circumstances have been accepted and you have been given the opportunity to submit without a cap on the mark

8 Module Specifications

The main headings are:

- Factual information (module title, module tutor, type, level, credit value, mode of delivery, notional learning hours)
- Rationale and relationship with other modules
- Aims of the module
- Pre-requisite modules or specified entry requirements
- Information on whether or not the module is compensatable
- Any PSRB requirements
- Intended learning outcomes/ teaching and learning strategy
- Indicative content
- Assessment strategy, assessment methods, their relative weighting and mapping of assessment tasks to learning outcomes
- Teaching staff associated with the module
- Key reading list and other indicative texts.

What is a Reading List? (refer to module specifications on HE Teams)

- Your tutor will give you a reading list for each module. It has been put together to give you a guide to what you should be reading in preparation for the classes and the assessment you will be undertaking. There will probably be a mixture of books, journal articles, key documents (such as legislation) and other media (such as videos, radio and tv programmes, etc.).
- Usually this forms a minimum level of reading, with some ideas for extended reading, so you should ask your tutor if you are unsure which texts to read

9 Assessment and Progression Regulations

[Link to All HE policies and procedures on HE Essentials](#)

Assessment

The type of assessment, its weighting and its timing are approved through the Open University at the point of validation and also by the relevant External Examiner(s).

Where reasonable adjustments are required to be made to assessments i.e. for disability, this must also be approved by the External Examiner(s).

The programme handbook is updated annually to include up to date and approved assessment details (such as after minor modifications have been requested and approved). Submission dates are also published.

A viva voce is used as an assessment method on some programmes. However, the regulations also allow for a viva voce as an additional measure in some circumstances. This must be agreed by the Board of Examiners and the external examiner:

Exceptionally, viva voce examinations may be required by a Board of Examiners (with the approval of external examiners):

- (a) to confirm the progression/result status of a student;
- (b) to determine the result status of unusual or borderline cases;
- (c) when there is conflicting evidence from the various assessment components;
- (d) as an alternative or additional assessment in cases where poor performance in assessment is the result of exceptional circumstances verified through due processes.

(Regulations for validated awards of The Open University - click below <https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>)

First Attempt (not a resubmission)

All written work must be submitted via Turnitin to check its authenticity and confirm its submission date. Where authenticity is doubted, the process detailed within the Cheating, Plagiarism and Other Forms of Unfair Practice Policy must be initiated.

The submission procedure for other assessment formats such as posters, plans, recordings etc. must be confirmed by the module tutor at the start of the module.

Late and Resubmissions

The penalty for late submission (without registered Extenuating Circumstances) is a deduction of 10% for every working day that the work is late (excluding weekends, Bank Holidays and College shut down dates). The mark may be reduced down to the Pass mark but no further. On the seventh day, the submission is refused and a mark of zero must be applied.

The next working day following a deadline begins one minute after the time of the agreed deadline. For example, for a submission deadline of 16.00 on Friday 13th, the next working day begins at 16.01 on Friday 13th.

Discretionary Extensions-refer to Extenuating Circumstances Policy

Click here for [Application for Mitigating Circumstances](#)

A discretionary extension of up to five working days may be granted which must be documented by the award leader on the student/group's Promonitor record and Markbook with a clear justification. The extension gives an exemption from the late penalties ordinarily imposed up to the date that the extension expires:

The extension may be applied to an individual student where circumstances warrant, for example, a short-term health issue or urgent family or work commitment.

The extension may be applied to a whole group, for example, where adverse weather or an/other external factor/s have had a negative impact on the time available for the teaching to be delivered in the scheduled way.

If work is submitted after the expiry date of the extension then normal late penalties will apply.

If a student is experiencing very serious or severe circumstances which would not be mitigated by a discretionary extension then the arrangements for Extenuating Circumstances should be applied.

Extenuating Circumstances

The University Centre's policy and process for registering Extenuating Circumstances (ECs) are outlined in the college's assessment policy and suspension of studies procedure. All applications for ECs will be considered by the ECs Panel which meets prior to the Board of Examiners meeting. The Panel's recommendation will be reported to the Board of Examiners.

A successful application for ECs usually allows the student to submit the assessment as a first attempt at a nominated later date and receive the full marks available. If required, a subsequent resit opportunity is allowed.

If a student has ECs applied, but does not submit at the resit opportunity or fails the resit attempt and does not request to have further Extenuating Circumstances taken into account, then this first submission attempt will be recorded as a Non- submission or Fail and the subsequent resit attempt will then be capped at a Pass.

A student may apply for ECs against a resit attempt, depending on their circumstances at the time of the resit. However, if the first submission attempt was a Non-submission or Fail with ECs not granted, then the second resit attempt – given after ECs are granted – would be capped at a minimum Pass mark (40%). In this case, the successful application of ECs provides a further resit submission under the same conditions as for the first resit.

If a student's Extenuating Circumstances are on-going (such as through long- term illness) or affect a considerable number of assessments, then the Board of Examiners may decide to put a longer deferral in place - such as extending the period of registration for the level or allowing the student to attend part-time. This may lead to a Suspension of Studies/Interruption of Studies.

Further guidance on Extenuating Circumstances is available in the [Assessment policy](#). Students can also be referred to Learner Services for independent support.

Assessment Marking

All assessment components for all modules are required to be completed to achieve the award. A student who passes the module will be awarded the credit for that module (as determined within the programme specification).

Students who do not submit an assessment component or who submit and do not achieve a Pass mark will be required to undertake a resit.

The minimum aggregate pass mark for all undergraduate awards is 40% at assessment, module, level and qualification point.

Where there are options available within programmes and modules are identified as pre-requisites or co-requisites then module tutors/award leaders should ensure that the student pathway meets these requirements.

Students should be informed that their marks are provisional (and subject to second marking/internal moderation and external moderation) until the Board of Examiners has met to confirm the marks. Students are then notified of outcomes in writing, following the Board of Examiners meeting.

Formative Feedback

Formative feedback is that given during the formative stage of assessment. While students are in the process of developing drafts, an opportunity should be given for feedback in order that a student can check that their work-to-date meets the requirements of the brief.

Students should be given a formative feedback opportunity for every assessment, where practical. For written work this should be submitted and feedback given via Turnitin. Using Turnitin for written work will allow the student to see their originality report – highlighting any Unfair Practice issues that may be present.

All formative feedback should be clearly responding to the student's draft submission in terms of how it addresses the brief and how it may be developed further.

At this stage, a mark should not be given, as the work is likely to substantially change between this stage and the final submission.

Where required, a one-to-one tutorial opportunity can be made available to talk through the feedback.

Peer-review can be an excellent tool for formative feedback and should be considered, where appropriate.

In order to avoid grade-polishing, sensible limits should be placed on the work seen during the formative stage. Students have their own part to play in drawing attention to the parts or elements of the work on which they would particularly like feedback. A brief guide is shown below:

Component	Suggested formative feedback
Presentation	It may be practical to use peer-review or a short one-to-one tutorial to discuss the presentation, rather than a full presentation rehearsal.
Practical art/design work	Peer-review may be used. For example, a group-critique. One-to-one tutorials may also be used.
Practical performance work	Peer or tutor review may be used. For example, the students or tutor observe and give feedback on an excerpt of a rehearsal, dress-rehearsal or performance. One-to-one tutorials may also be used.
Short essay or written piece	A complete draft may be submitted via Turnitin and feedback given. Alternatively, a plan may be discussed in a one-to-one tutorial.
Extended essay or longer written piece (2,500 words or more)	A plan or outline may be discussed in a one-to-one tutorial. A draft may be submitted to Turnitin but with an agreed limit, such as 500-1,000 words. In this case, the student will have responsibility for selecting the extract that they particularly want feedback on. This will depend on what is practically possible, and should be agreed by teaching teams.

Research Project	It is expected that there will be a number of formative feedback opportunities as the group moves through each section of the project. However, these should be limited and made clear to students in advance.
Dissertation (usually 8,000 words or more)	Supervisors will give a limited number of appointments or hours to each student during the formative stage. There may also be limits on the number of times a particular section/chapter can be discussed in a formative opportunity.

Summative Feedback

Summative feedback is that given to a student after the final submission according to the assessment schedule. This feedback will be based on the assessment of the work in terms of whether it has met the learning outcomes, has passed or not, what mark it has therefore been awarded, and will include commentary on other characteristics as detailed in the marking criteria or grading scheme.

Students will be given summative feedback on every assessment. Marking, internal moderation and feedback should be completed within three working weeks (15 working days). As with formative feedback, for written work this should be submitted and feedback given via Turnitin.

As a minimum it is expected that written summative feedback includes:

A mark as a percentage (0-100%);

Comment on whether each learning outcome has been met, and how well;

Comment on the work as-a-whole that enables a student to understand how their mark has been calculated. This will refer closely to the marking criteria or grading scheme;

Development points that, if successfully acted on, will enable a student to gain a better mark at the next submission.

Non-adherence to Word Counts

A word count attached to a component is used as a guide to how much work needs to be produced, according to the requirements of the module specification. It is not an expectation that the word count in a submission exactly matches the specified word count for the component, but where a student deviates from the word count by +/- 10% then, as a minimum, this should be noted in the summative feedback and, ideally, discussed with the student in a one-to-one tutorial.

Where a student has produced work significantly over the word count this may affect their ability to gain credit for conciseness, editing and proof-reading, construction of argument and/or other relevant qualities that are being assessed according to the rubric or mark scheme. These points should be highlighted in the feedback given.

Where a student has produced work significantly under the word count this may affect their ability to adequately meet the learning outcomes applicable to the assessment, or to gain credit for an appropriate level of detail, knowledge and understanding, analysis and/or other relevant qualities that are being assessed according to the rubric or mark scheme. These points should be highlighted in the feedback given.

If, after marking, doubt arises about the validity of any mark then it should be included in sampling for Internal Moderation.

Certain elements of a student's written work should not be included in the calculation of the total word count, including:

Contents page (where used)

Reference list

Appendices

Abstract, where included in Dissertation or Research Project reports

All other elements of a student's written work are included, such as – but not limited to:

Footnotes

Citations

Tables

There are no penalties that apply where non-adherence to word counts has been identified.

Marking Bands

All assessments are marked as a percentage (0-100%)

% Score	Performance Standard
70+	Excellent Pass
60-69	Very Good Pass
50-59	Good Pass
40-49	Pass
0-39	Fail

Rounding

Rounding may occur after weighted percentages have been calculated. No half marks can be given for an assessed component. Half marks that do arise are rounded by ProMonitor after being calculated according to the weighting of components within modules. Where a final aggregated mark includes half marks, the following shall apply:

Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

(Regulations for validated awards of The Open University

<https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>)

Where examinations are used, module tutors should be aware that consistent use of half marks can cause 'double rounding'. Assessment components may be rounded up or down and rounding up or down may then occur at the classification level. For example a student can be working at a 2:2 level yet achieve a 2:1 (without any clear exit velocity) and the same can happen with rounding down, where a student may receive a lower classification than their marks suggested to date.

Internal Moderation

Arrangements for Internal Moderation (IM) exist to ensure that first marking is fair and consistent with the marking criteria or grading scheme and to ensure comparability of assessment across a cohort. A moderator should be appropriately qualified, with experience of assessing in the subject area and at the level of study and be suitably impartial (i.e. there are no conflicts of interest).

For new members of teaching staff IM can be a key learning experience in the development of an appropriate approach to marking on OU-validated programmes. During their first semester conducting assessment a new member of teaching staff may have all work sampled for IM to support this learning. This may be reviewed and extended if appropriate.

For each moderated piece of work the moderator needs to complete an IM pro- forma, indicating whether, and on what grounds, they agree or disagree with the original mark. Moderators should consider and confirm whether they agree that:

- The learning outcomes have been met;
- The marking criteria or grading scheme has been applied appropriately;
- After taking 2.24.1. and 2.24.2. into consideration, the original mark is correct.
- Although not required, the moderator may also comment on any additional development points not highlighted by the original marker.

A sample of work for each assessed component should be selected according to the following:

For small groups with six or fewer Students	For groups of seven or more students
All work should be sampled for internal moderation (including any College staff undertaking the programme)	All Firsts/Distinctions All Fails (39 or lower) A representative sample from the middle range (3rd – 2:1/Pass – Merit) Any College staff undertaking the programme must be included

Where there is a variance of within +/-2pp between the original and the moderator's mark the original mark should stand, except if the moderator's mark moves the original mark across a grade boundary. If the moderator recommends moving the mark across a grade boundary then a rationale for the new mark must be provided. The final mark must be agreed in discussion between the original marker and the moderator.

If a final mark cannot be agreed during discussion between the original marker and moderator then a second moderator may be appointed to review the work and give their recommendation, guided by paragraph 2.24.

If IM of a component highlights significant or widespread discrepancies between the original and the moderated marks, then the sample should be extended to include the remainder of the cohort for moderation of that component.

Only after sampling of the whole cohort for IM, according to 2.24., should amendments be applied to the marks of the whole cohort.

After IM has been completed, any updates to marks should be applied on Turnitin.

Resit Opportunities

If a student does not submit or fails a component of a module then they are eligible for a resit opportunity. However, Students should always have the opportunity and be encouraged to resit rather than rely on compensation. If they receive a compensated pass this is shown on their transcript and diploma supplement and is included in the calculation of the overall classification.

The minimum aggregate pass marks for all undergraduate awards is 40% at assessment, module, level and qualification point.

Level progression

17.3.1 Resit provision is subject to all the following conditions:

- (a) A student may resit the failed assessment components of a module only once. Where there are extenuating circumstances, the Board of Examiners has discretion to decide whether a further assessment opportunity shall be permitted, unless explicitly prohibited in the rules for the programme, as approved in the validation process and programme specification.
- (b) A student who does not complete the resit by the date specified shall not progress the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- (c) Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
- (d) A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result for the individual assessment component capped at the minimum pass mark for the module.
- (e) A student shall not be permitted to be reassessed by resit in any module that has received a pass mark, or in a component that has received a mark of 40% or above.
- (f) The resit will normally be carried out by the same combination of written examination, coursework etc. as in the first attempt.

(Regulations for validated awards of The Open University

<https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>)

For a student to be eligible to progress to the next level (if applicable), then 120 credits at the current level must have been achieved (whether through assessment or recognition of prior learning) at the aggregate pass mark of 40%.

Compensation

In some cases level or stage compensation may be applied, allowing a student to progress with an overall module mark below 40% but over 35% (up to a total of 20 credits), if their overall aggregate mark for the level is 40% or greater and provided that all learning outcomes are met.

In-module compensation may also be applied, allowing a student to gain credit for a module with one component with a mark of below 40% but over 35%, where the module has an overall Pass mark (40%) and all learning outcomes are met.

Unless otherwise stated in the approved programme specification, compensation will be applied when the following conditions are met:

- No more than 20 credits, or one sixth of the total credits, whichever is greater, can be compensated in any one stage of an undergraduate or postgraduate programme.
- Compensation is not permitted for modules within awards of less than 120 credits in total.
- It can be demonstrated that the learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.
- A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
- Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate programme.
- No compensation shall be permitted for any core project/dissertation module, as defined in the programme specification.
- A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

(Regulations for validated awards of The Open University

<https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>)

Level Failure/Repeat Opportunities

If, having exhausted all permitted resit and compensation opportunities, a student is still unable to pass; the Board of Examiners may at its discretion permit one of the following repeat options:

Partial repeat as fully registered student:

The student is not permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,

The student has full access to all facilities and support for the modules and/or components being repeated,

The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,

The student retains the marks for the modules and/or components already passed,

No further resit opportunities are permitted.

Partial repeat for assessment only:

As in paragraph 17.5.1(a) except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

Full repeat:

This is only permitted where the student has extenuating circumstances;

The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,

The student has full access to all facilities and support,

The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

(Regulations for validated awards of The Open University

<https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>)

If a student is offered a repeat opportunity then award leaders/Board of Examiners should advise the student to seek further guidance from Student Services before they accept the option to repeat - repeating can have considerable financial implications, particularly if study is funded through Student Finance England.

Progression with Trailing Assessments

There is provision for a student to progress without having gained the required number of credits. The Open University regulations relating to a student progressing with trailing assessments can be found in section 17.5.3 below:

17.5.3 With the approval of the Board of Examiners students may be eligible to progress to a higher stage of a programme without having completed the requisite 120 points of the lower stage, may exceptionally be allowed to do so provided that each of the following conditions are met:

- (a) A minimum of 80 points at the lower level have been successfully completed including passes in all designated core modules;
- (b) All requirements for academic prerequisites for the higher level modules are met;
- (c) The Examination board have approved progression following a successful application for extenuating circumstances, and results are still pending in the student's profile;

(Regulations for validated awards of The Open University

<https://www.open.ac.uk/about/validation-partnerships/about-ou-validation/regulations-validated-awards-open-university>)

Final awards, Classification and Exit Awards

For the award of Foundation Degree, a student will have met the programme learning outcomes, achieved 120 credits at FHEQ Level 4, 120 credits at FHEQ Level 5 and achieved an aggregate pass mark of at least 40% across both levels.

The classification of a foundation degree is based upon the mean mark across all modules at both levels (Levels 4 and 5), unless the requirements of a Professional, Statutory or Regulatory Body (PSRB) state otherwise.

Aggregate % Score	Grade
70+	Distinction
60-69	Merit
50-59	Pass
40-49	
0-39	Fail

Like assessment/module marks, rounding up (0.5% or greater to the next full point) or rounding down (0.4% or below) occurs if a half mark arises at the classification point.

As detailed within programme specifications, a student withdrawing after successful completion of Level 4 may request the award of a Certificate of Higher Education.

Recognition of Prior Learning (RPL)

Refer to the RPL policy link within the [HE Policies and Procedures link see Assessment Regulations section](#)

As detailed within the Student Guide to Recognition of Prior Learning (RPL) there are limits on the use of RPL, some of which impact upon classification:

No more than 50% of a programme's credit can be awarded through the RPL process, i.e. 180 credits of a Bachelor's Degree or 120 credits of a Foundation Degree, with the exception of an Honours Degree (Top-up), in which applicants must complete all 120 credits at Level 6.

Modules/levels for which RPL is granted cannot be granted marks or used toward final classification unless an Open University approved articulation/credit transfer agreement is in place with the named institution.

No credit can ever be awarded for the dissertation/major project element of any programme.

Modules/levels that are granted RPL should be designated a 'Pass' on the transcript of results. No marks can be awarded for a module that RPL has been granted for unless the applicant is transferring programmes internally and some modules are core and studied across all programmes. The calculation of the final classification will not include modules for which RPL has been granted.

For further information about the use of RPL within assessment please refer to the Student Guide.

Aegrotat and Posthumous Awards

Under exceptional circumstances, an Aegrotat award may be made by the Board of Examiners. This is only if a student is unable to complete their studies, such as through serious and permanent illness or other circumstances.

If an Aegrotat award is made, the Board must be confident that if the circumstances had not arisen, the student would have passed the award.

The Board of Examiners can also apply to the Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP) to request an award for a student who passes away before study is completed.

For further information on Aegrotat and Posthumous awards please see 21.0 in the Regulations for validated awards of The Open University.

Recording and Publishing Assessment Decisions General Information

All decisions on final awards are provisional until ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). Following the Board of Examiners meeting the documentation is submitted to The Open University within 2 working days. The expected timescale for confirmation of ratification by MRAQCP is within 7 working days of receipt of the documentation.

Recording Assessment Decisions

After marking and internal moderation (IM) have been completed, results for individual components are recorded in the ProMonitor system. Students may see these marks via ProPortal and should be advised that all marks are provisional at this stage.

Prior to the Board of Examiners Meeting a sample of assessed work is reviewed by the external examiner (EE). This sample should be agreed between the EE and programme leader and should include all assessed work by any College staff undertaking the programme. The regulations relating to EEs can be found in section F2 of the Handbook for Validated Awards.

Outcomes other than numerical marks will be added in lieu of marks to the mark sheet presented at the Board of Examiners meeting, using the codes shown in the table below. These outcomes will be confirmed to students in an outcome letter following the Board of Examiners meeting.

Description of outcome	Code used on ProMonitor	Code on outcome letter
Non-submission of component	NS	NS Resit
Extenuating circumstances applied	EC	EC Resit
Unfair Practice – Penalty 1 applied	UP1	UP Penalty 1
Unfair Practice – Penalty 2 applied	UP2	UP Penalty 2
Unfair Practice – Penalty 3 applied	UP3	UP Penalty 3
Suspension of Studies/Interruption of Studies	INT	Interruption of Studies
Exempt from undertaking the component due to RPL	EX	Exempt

Outcomes with final marks may result in other outcomes, including Fail (for marks below 40%) or Compensation (according to the regulations for Compensation – see section 5.). These outcomes will be confirmed and minuted at the Board of Examiners meeting and confirmed to students in their outcome letter following the meeting, using the following codes:

Description of outcome	Code on outcome letter
First failure to gain a Pass mark	Fail Resit
Second failure to gain a Pass mark	Fail Retake
Compensation has been applied	Comp

Publishing Assessment Decisions

Following the completion of all internal and external moderation and having been reported and agreed at the Board of Examiners meeting, marks are final and may be confirmed to students.

Students can view their confirmed marks using ProPortal – the student- facing part of the ProMonitor system. During the assessment process ProMonitor will be updated to reflect agreed marks.

Following each Board of Examiners meeting a letter will be sent to every student:

To confirm that – where work has been completed and a Pass gained, this has been agreed at the Board of Examiners meeting, and that the marks shown on ProPortal are now final;

To confirm that – where work has been completed and not gained a Pass, work has not been completed, or Extenuating Circumstances, Unfair Practice or Suspension of Studies/Interruption of Studies applies –the outcome has been reported and agreed at the Board of Examiners meeting and is now final.

To give – in the case of the various outcomes listed in 10.8.2 – a brief explanation of the applicable outcome(s) and the action(s) required.

To confirm that should a student wish to appeal an assessment decision they should do so within 10 working days of receipt of the letter.

After ratification of final award decisions from MRAQCP has been given, certificates are sent from the Open University. An Open University-approved diploma supplement is produced by the University Centre to accompany the certificate. The diploma supplement is signed by the Head of Higher Education and bears the College stamp. The diploma supplement includes the following information:

Section	Information
1	Information regarding the holder of the qualification
2	Information identifying the qualification
3	Information on the level of the qualification
4	Information on the contents and mode of study (including the transcript of results – see 10.10)
5	Information on the function of the qualification
6	Additional information
7	Certification of the supplement
8	Information on the national higher education system

The transcript of results – includes the following information:

Student	Notes
Name	Student's name
Date of birth	Student's date of birth
Registration Number	OUVS ID number
Student ID	University Centre student number
Date of Award Assessment Board	Date that the Board of Examiners meeting was held to confirm the student's results
Academic Year	The academic year in which the diploma supplement has been produced
Language of instruction	English
Language of assessment	English
Institution responsible for programme delivery	University Centre York College
Programme	Notes
Module ref	Reference code for the module
Module title	The title of the module

Level	This will be either 4, 5 or 6, depending on the programme
Credits	The number of credits awarded for the module
Grade %	Expressed as a percentage in whole numbers. Where compensation has been applied, an asterisk “*” is shown next to the applicable mark on the transcript of results. Where RPL has been applied and a module has not been undertaken then the grade will be shown as ‘Pass’.
ECTS	European Credit Transfer and Accumulation System equivalent (each credit equals 0.5 as ECTS)

Credits achieved	Total number of credits achieved:	
	CertHE	A minimum of 120 credits at Level 4
	FD	240 credits (120 at Level 4 and 120 at Level 5)
	BA (Hons)	120 credits at Level 6
	BA	A minimum of 60 credits at Level 6

Result %	The aggregated percentage mark when all applicable module marks have been taken into account across the programme.
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Award	The name of the award:	
	CertHE	Certificate of higher education (an approved combination of 120 credits at Level 4)
	FD	Foundation degree
	BA (Hons)	Degree with Honours
	BA	Ordinary degree (an approved combination of 60 or more credits at Level 6)

Classification	CertHE	Unclassified – a Pass is given
	FD	See section 7.2.
	BA (Hons)	See section 7.10.
	BA	Unclassified – a Pass is given

Related Policies/Procedures/Documents

(<https://www.yorkcollege.ac.uk/university-centre/policies-and-procedures>)

- Academic Appeals Policy
- Academic Misconduct Policy
- Assessment Policy including Suspension of Studies
- Internal Quality Assurance Procedure
- Recognition of Prior Learning HE Programmes
- Malpractice Policy Malpractice and Maladministration Policy

Academic Integrity Refer to Policy

(<https://www.yorkcollege.ac.uk/university-centre/policies-and-procedures>)

Assessment Regulations – HE Academic Misconduct Policy

Assessment Regulations - Malpractice and Maladministration Policy

10 Academic integrity

Avoiding Plagiarism

Plagiarism is defined in the Academic Misconduct Procedure (HE) as “the action of attempting to pass off another’s original work as the student’s own original work”. You might think that taking someone else’s work or ideas by accident is not classed as plagiarism, but it is viewed as unfair practice and will be included as an offence. You have the responsibility for your own research, so you are also in control of the way that you include that research in your own writing. The College will give you information and support to help you to avoid plagiarism, so if your written work does come back with a high percentage on Turnitin then it is likely that you will be the subject of a suspected unfair practice case.

The main way that you can avoid any confusion about what you have and have not written is to reference correctly all source material that you are using. **Use of AI such as ChatGPT to produce work will be regarded as aggravated Academic Misconduct and the outcomes will be harsher.**

Academic Misconduct

As a student you are expected to know how to go about your studies in an appropriate way. Your academic conduct is as important as your personal conduct. Cases of academic misconduct– are taken seriously by the College.

You are responsible for most of your own learning outside of the classroom, so you need to know how to make the best use of your time. You don’t want to spend a lot of time working in a way if it’s not going to get you the results you need. When you submit a piece of work for assessment you should know what’s acceptable and what’s not acceptable. Your tutor will give you clear instructions about submissions: how they should be presented and how you should go about submitting them.

The level of penalty you can expect depends on how serious the offence is. At the lowest level you will be asked to resubmit the work; at the highest level you may be withdrawn from your course without a qualification.

However, there are certain basic academic standards that you need to be aware of, and the most important of these is plagiarism. The penalties for academic misconduct can be severe, so it is worth taking the time to understand the information on this page.

A copy of the Academic Misconduct Procedure (HE) is available on see York College HE Teams HE Essentials.

Acceptable Forms of Academic Referencing and Citation

When writing for assessment, you need to do everything you can to make sure that your tutor knows what parts of the writing aren’t yours. You are expected to do research in preparation for writing, and your tutor needs to be able to see this research to give you marks for it. The main way to successfully show your research and to clearly set out the difference between what you have and have not written is to use referencing.

When you’re in conversation, you might refer to something that someone else said as evidence to underpin your own position: “I know this won’t happen because she said she wouldn’t let it happen”. Obviously, you would only trust someone’s word when they are in a position of authority. Without any trust you wouldn’t use their word as evidence.

When you’re writing, the principle is the same. You need to show where you have used

someone else's writing as evidence for your own position. There needs to be trust that the evidence you are using is valid. Using someone else's writing word-for-word needs to be indicated with "quote marks". You don't need quote marks if you're simply referring to an idea or perspective that another writer has put forward – you can summarise or paraphrase this in your own words. However, in both of these cases, you do need to provide a citation, which is made up of two or three key bits of information that show your tutor where the information has come from.

Appeals and Complaints Against an Assessment Decision refer to the policy

[HE Policies and Procedures - section Complaints and Appeals](#)

You can appeal against an assessment decision if you believe and have evidence that any of the following apply:

Cut-off Limits

The College cut-off is 3 months after the date of an incident to accept a complaint. The College is willing to consider exceptions only where a valid reason is presented, with clear evidence, that the complaint could not be made within the time limit.

a) There were relevant exceptional circumstances (for example, illness), and you have a good reason for failing to notify the examiners of these sooner. Normally you must inform your Progress tutor by the assessment deadline (or up to five days after the deadline in the case of examinations), by using the exceptional circumstances procedure. A 'good reason' means that circumstances beyond your control prevented you from disclosing the relevant circumstances at the appropriate time. Personal embarrassment or unwillingness to disclose personal circumstances are not considered 'good reason' for the purposes of an appeal.

b) You did notify the examiners earlier about exceptional circumstances or some other disruption of the assessment process, but there is clear evidence that the exceptional circumstances procedure was not correctly followed. The fact that you disagree with the way in which your exceptional circumstances were considered is not in itself grounds for appeal.

c) A procedural irregularity has occurred; the assessment was conducted unfairly or improperly; the assessment was biased.

You must complete a FQ10 form, more information can be found in the HE Assessment Appeals Policy and Procedure see York College HE Teams HE Essentials

You will be invited to attend the hearing, if it is upheld and you remain dissatisfied, you have the right of appeal, in writing to the College Principal, within 10 working days of the date on the final response letter being issued

The Principal or designated Deputy/Vice Principal (depending on who conducts the appeal) will respond within 10 working days and arrange an appropriate time to meet with you to discuss your appeal

An appeal hearing letter is sent within 10 working days of appeal hearing.

After hearing your appeal, the Principal or Deputy/Vice Principal's decision will be final. If you wish to appeal the decision as above, then this will then be referred to the awarding organisation/validating partner.

At this point you have come to the end of the York College appeals procedure, You will receive a Completion of Procedure at York College letter which will explain the next available process.

Referral

The Office of the Independent Adjudicator(OIA) is an independent body who may review a complaint in certain circumstances. More information is available on the OIA website: <http://www.oiahe.org.uk/>

The OIA will general only consider taking a case after the awarding body/validating partners decision has been exhausted.

For more information about the College Complaints and Compliments Procedure please go to: HE Teams HE Essentials

11 Other Institutional Policies and Regulations

Link <https://www.yorkcollege.ac.uk/university-centre/policies-and-procedures>

Some of the information below may be given in the form of general brief statements (ideally with links included) that refer students to separate generic institutional policy document.

Disability Statement

The College is committed to equality for all and widening participation for disabled students and ensuring that all students have access to a high quality learning experience.

To help us achieve this please make sure that you let us know what you need so we can make reasonable adjustments to help you succeed.

Safeguarding

“The safeguarding of young people and vulnerable adults is fully embraced by all York College staff and underpins the College's values”

Staying Safe at York College

We want all students at York College to feel safe and not to feel threatened by their environment or other people in it. To keep you free from harm, we carry out all that is necessary within these key areas:

Prevent at York College

An essential part of York College's safeguarding duty includes protecting vulnerable people from the risk of radicalisation and extremism. This is called the 'Prevent Duty'; this is a government initiative aimed at stopping people becoming involved with (radicalised) or support violent extreme behaviour (extremism).

Equal Opportunities Statement

York College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

Data Protection

The College needs to keep certain information about its employees, students and other users to allow it to monitor performance, achievements, and health and safety, for example. It is also necessary to process information so that staff can be recruited and paid, courses organised and legal obligations to funding bodies and government complied with. To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, the College must comply with the Data Protection Principles which are set out in the General Data Protection Regulations [GDPR].

Health and Safety Issues

York College, as a requirement of the Health and Safety at Work etc Act 1974 must produce a Health and Safety Policy. The policy document outlines the College's responsibilities to staff, students and visitors to our buildings and gives our arrangements for health and safety.

York College sees the promotion of health and safety as a team effort, it is intended that the policy (linked below), and the teamwork it promotes should enable the College Community to work in partnership to achieve a safe working environment where hazards are controlled, risks to the health and safety of staff and others are reduced to a minimum and the safeguarding of students is maintained at all times.

12 Student Participation and Evaluation

As a student you are not a passive consumer of learning, but an active participant, so the College wants you to engage with it about all aspects of your experience and is committed to listening to you and your ideas. Your tutor will usually be your first point of call when you want to feed something back (what is working and what is not!), but there are other ways you can share your thoughts, outlined below.

How Can You Engage?

There are many opportunities for you to share your perspective, ideas and knowledge as a student at the College. More details of how you can get involved with feedback and engagement can be found on HE Teams.

Student Representation on Committees

The College is committed to ensuring that the views of students are heard and responded to. This is partly achieved through Programme-level representatives who are recruited across all Programmes. More information about this and the link with the HE student forum will be given in the cross college induction. Student reps will be contacted and meet throughout the year to give feedback on their course and make suggestions as to how we can make improvements to our student experience.

Higher Education Surveys

Throughout the academic year there will be an opportunity to feedback through online surveys. Feedback from HE students is collated and where actions have been met you will find this information in the University Centre and on HE Essentials via "You Said We Did"

Role of Development and Enhancement Meetings

Each Programme will set up a development and enhancement meeting to ensure that the academic experience of students on the Programme is as good as it can be. These meetings take place twice per academic year, one per semester. There will also be two student focus groups to allow students to contribute to Programme monitoring, review and development.

The meeting is important as your feedback will be passed on to relevant managers for their

attention, and your tutor will take on board your comments and combine them with feedback from module evaluations, external examiner reports, the Student Submission and other sources to help them to evaluate and review the course and how it might be run differently.

At the end of the year your tutor completes an Evaluation & Review; your feedback plays an important role in this process. Each Evaluation & Review is shared with management and therefore has an impact on the way that the College evaluates its annual performance.

Module Evaluation

We value your feedback. Each Programme should undertake module evaluations to give you the opportunity to tell us what you think about module delivery, assessments, and the learning resources available to you. We are interested in hearing about areas that have exceeded your expectations as well as those that have not met your needs or requirements. There is also a free text comments section where you can submit additional remarks and suggestions.

Module evaluations are confidential and completed anonymously. This feedback is used at Programme level so that the student experience can be continuously improved. By undertaking module evaluations, you can help us to refresh and revise our module delivery to enhance the learning experience and continue to improve upon our academic provision.

College Surveys

We ask students to complete surveys at different stages of their programme to provide us with feedback on how things are going. Again, these results are used by staff on your Programme to make improvements and to share good practice. Your feedback matters – so take these opportunities to get involved.

National Student Survey

If you are entering into your final year you will also be invited to participate in the National Student Survey. This is a survey for all final year students in all universities in England and the results are made public to help prospective students make choices about where and what to study.

What Happens with My Feedback?

We take your comments very seriously and you can find out what actions have been taken in response to your feedback through your Programme representative or your tutors.

13 Work Placement Information

Inter Semester Week **15 Jan 2024 - 26 Jan 2024**

During the inter-semester break, we strongly recommend you complete a voluntary work experience at an organisation of your choice. This would give you the opportunity to gain invaluable experience in the workplace and allow for the application of knowledge gained on your course. This would enable you to provide examples in the workplace and gain relevant skills relevant to future opportunities and to promote on a CV.

13 General Reading List

