



The Open  
University

# Regulations for validated awards of The Open University



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## **INTRODUCTION**

These Regulations apply to all new student cohorts on programmes leading to an Open University (OU) validated award with effect from 1st September 2015 (or earlier if deemed appropriate by the Partner institution and the OU).

The Open University is the awarding body and the qualifications awarded are OU qualifications. However the programmes of study are developed and delivered by Partner Institutions. The Open University and its Partner Institutions have a formal relationship governed by the QAA's UK Quality Code for Higher Education which sets out expectations for academic standards, academic quality and information about higher education provision.

For students registered before the 1st September 2015, the regulations under which they originally registered will continue to apply.

For individual students who are either returning to their programme of study after an approved break from their studies or are transferring to a new or different programme, the regulations of the cohort to which they are returning, will apply.

These Regulations will be referenced in the documentation for each validated programme of study, together with any specific requirements from professional, statutory or regulatory bodies and/or local legislation (for non-UK Partner institutions), as agreed in the validation process for the programme.

In addition to these regulations each programme of study will have a Programme Handbook containing procedures and requirements that are specific to that programme.

## GLOSSARY

Assessment component	An individual piece of work or a collection of pieces of work that forms a summative assessment.
Award	Open University qualification given to student following the successful completion of an approved programme of study.
Co-requisite module	A co-requisite module must be studied simultaneously with, or before, another designated module within a programme of study.
Credit	A means of quantifying and recognising learning, expressed as 'numbers of credits' at a specific credit level.  Within this document it is assumed that one credit represents 10 notional hours of learning (including individual study).
Credit level	An indicator of the relative complexity, depth and autonomy of learning associated with a particular module (used in credit frameworks).
Assessment element	An assessment element is a piece of work that contributes to an assessment component.
Exit award	A lower award than one for which the student is registered. Such an award may be conferred if a student completes part of, but not all, of the requirements of the programme for which he or she is registered.
Institutional approval	The process through which an institution is judged to be a satisfactory environment for the presentation of programmes leading to The Open University validated awards. Approval is conferred for a period of up to five years.
Institutional review	The process through which an institution is critically reviewed for the purposes of confirming that it continues to meet The Open University's requirements. Approval is conferred for a further period of up to five years.
Learning outcome	What a learner is expected to know, understand and be able to demonstrate after completing a defined element of study.
Module	A self-contained, formally structured, credit-bearing unit of study with explicit learning outcomes. (Some institutions use the word 'course' to refer to individual modules.)
Module specification	A document that defines key characteristics of a module, and includes learning outcomes, models of teaching and learning, and assessment schemes.

Partner institution	An institution approved by The Open University for the delivery of validated programmes of study that lead to Open University awards.
Pre-requisite module	A pre-requisite module is one that must be successfully completed before progressing to another designated module or stage within a programme of study.
Programme	A schedule of academic study and assessment which leads to an Open University award
Programme specification	A document that defines key characteristics of an award, including learning outcomes, models of teaching and learning, assessment schemes, and how individual modules relate to qualification levels and contribute to the classification of awards.
Qualification level	One of a series of defined points in the Further and Higher Education Qualification Framework (or Scottish Credit and Qualifications Framework in Scotland). They are numbered in ascending order. Qualifications at the same qualification level share characteristics and require similar achievement.
Quality Assurance Agency (QAA)	The UK government-appointed agency that safeguards the quality and standard of the higher education awards offered by UK universities. The Open University complies with the codes of practice defined by the QAA and is subject to its scrutiny.
Recognition of Prior Learning (RPL)	Assessment of prior learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications and/or personal and career development. RPL includes Accreditation of Prior Certificated Learning (APCL), Accreditation of Prior Experiential Learning (APEL) and Accreditation of Prior Learning (APL).
Stage	A stage of programme is a collection study consisting of a total of 120 credits. In full-time programmes of study a stage is equivalent to the year of study. Stages are usually commensurate with a credit level.
Validation	The formal process whereby a new programme of study is critically appraised by The Open University, in order to establish that it meets the requirements for approval. Approval of a programme of study is for a period of up to five years before a further validation (re-validation) is required.

# A FRAMEWORK OF AWARDS

## 1.0 General

- 1.1 The Open University validated awards are defined with reference either to the Further and Higher Education Qualification frameworks of England, Wales, and Northern Ireland (FHEQ) or to the Scottish Credit and Qualifications Framework (SCQF), but not to both.
- 1.2 Each national qualifications framework provides a set of learning outcomes and skills expected of the holders of Open University validated awards.

## 2.0 Credit

- 2.1 The Open University uses a UK credit-based system for its validated awards, and it defines these awards primarily in terms of the qualification level and volume of credit required for each.
- 2.2 The main determinant for the volume of UK credit is notional learning time. This is defined as the reasonable measure of time it would take a student to achieve the learning outcomes of the activities. Total notional student learning time includes all activities required to achieve the learning outcomes of a programme, including formal study, assessment, and independent learning.
- 2.3 Notional learning time for a 'standard' full-time academic year is 1200 hours at undergraduate qualification level and 1800 hours at postgraduate qualification level. These are intended as benchmarks only, and the actual time students take to achieve the required outcomes may be shorter or longer depending on the knowledge and skills of students at entry and on their rate of progression through the programme, and the impact of any reasonable adjustments made for students with impairments.
- 2.4 A UK credit value is twice its European Credit Transfer (ECT) equivalent (e.g. a 20 UK credit module equates to 10 ECT credits).
- 2.5 Each module of a programme will be assigned a single designated credit level (module assessment is unique to a given credit level). The volume and level of credit assigned to any one module is determined and approved by The Open University at the point of validation.
- 2.6 The assignment of credit to learning should be understood in the following terms:
  - (a) Credit is allocated to a learning activity on the basis of its stated learning outcomes.
  - (b) A student will only be assigned credit after demonstration through assessment of the achievement of the stated learning outcomes. Credit cannot be assigned if no assessment has taken place or if the assessment has not been appropriately conducted.
  - (c) The number of credit points assigned is independent of the standards (grades awarded). Students achieving higher standards will not be

allocated more credit points. The higher standard will be reflected in the grade and classification of the pass.

### 3.0 Validated Awards offered by The Open University

3.1 The Open University confers the following Validated Awards although Partner institutions do not necessarily offer programmes leading to all of these awards.

Award title	FHEQ Qualification level	Overall number of credits required	Levels of credit required
Professional Certificate	4	60	60 at any UG level
Certificate of Higher Education (CertHE)	4	120	120 at level 4
Diploma of Higher Education (DipHE)	5	240	120 at level 5 120 at level 4
Foundation degree (FD)	5	240	120 at level 5 120 at level 4
Ordinary Bachelor's degree (BA, BSc, Bed, BEng) [Exit Award only]	6	300	60 at level 6 120 at level 5 120 at level 4
Bachelor's degree with honours (BA(Hons), BSc(Hons), Bed, BEng, LLB (Hons <sup>1</sup> ))	6	360	120 at level 6 120 at level 5 120 at level 4
Bachelor of Music (BMus)	6	480	At least 120 Level 6 No more than 120 Level 4 Remaining credits at Levels 5 or 6
Bachelor of Osteopathy (BOst)	6	480	At least 240 Level 6 No more than 120 Level 4 Remaining credits at Levels 5 or 6
Graduate Certificate (Grad Cert)	6	60	60 at level 6
Graduate Diploma (Grad Dip)	6	120	120 at level 6

<b>Award title (continued)</b>	<b>FHEQ Qualification level</b>	<b>Overall number of credits required</b>	<b>Levels of credit required</b>
Professional Graduate Certificate of Education	6	120	120 at level 6
Postgraduate Certificate (PgCert)	7	60	60 at level 7
Postgraduate Diploma (PgDip)	7	120	Min 90 at level 7 Max 30 at level 6
Master's degree (MA, MSc, MArch, MBA, MTh, MFA)	7	180	Min 150 at level 7 Max 30 at level 6
Master of Engineering (MEng)	7	480	Min 120 Level 7 Min 120 Level 6 No more than 120 Level 4 Remaining credits at Levels 5 or 6
Taught MPhil	7	360	Minimum 240 at level 7 Remaining credits at level 6 or above
Professional Doctorate	8	540	Minimum 420 at level 8, maximum of 120 at level 7

<sup>1</sup> Bachelor's degree titles of BEd and BEd (Hons) are reserved for programmes of teacher education. Initial or pre-service BEd programmes include a substantial element of teaching practice, and the normal credits of such a BEd programme will be 480. The In-service BEd is designed for students who are already qualified and experienced teachers holding a Certificate in Education or equivalent qualification. Minimum credits: 180.

3.2 Students must meet all requirements set out in the programme specification approved by The Open University before a qualification is awarded.

## **B. ADMISSIONS**

Students registering for programmes leading to awards of The Open University must have satisfied the admissions criteria approved by The Open University at validation.

### **4.0 Admissions policy and procedure**

The Quayside School of Higher Education aims to ensure equality of opportunity for applicants and for all students in teaching, learning and assessment. The School strives to create an environment whereby students are treated solely on the basis of their academic achievement, ability and potential, regardless of age, religion, ethnicity, gender, family or marital status, sexual orientation or disability. The initial eligibility benchmarks for Apprenticeship Standards is underpinned by the Skills Funding Agency rules of funding. The School operates a procedure whereby a student can claim academic credit for relevant previous study or learning experiences, known as Recognition of Prior Learning (RPL).

#### **4.1 Apprenticeship eligibility criteria**

The School will at all times seek to operate admissions onto the School's apprenticeship programme in accordance with the Skills Funding Agency's rules of funding.

##### **4.1.1 Age**

In order to be funded for an apprenticeship with the Quayside School, an apprentice must be at least 16 years of age on the 31<sup>st</sup> August in the academic year that they start their apprenticeship.

##### **4.1.2 Residential status**

The apprentice must be a citizen of a country within the European Economic Area (EEA) or other countries determined within the EEA, including those with bilateral agreements such as Switzerland, or have the Right of Abode in the UK, and;

Have been ordinarily a resident in the EEA or other countries determined within the EEA for at least the previous three years on the first day of learning, and;

Have the right to work in England

##### **4.1.3 Employment**

The apprentice will ordinarily be employed for at least 30 hours per week on the first day of their apprenticeship and be paid at least a wage consistent with the law for both the time they are in work and in off-the-job learning. In exceptional circumstances, an apprentice may be employed for a minimum of 16 hours per week due to personal circumstances or the industry or job role. In all instances, the apprentice must be starting a new job role or in an existing job role, where they require significant new knowledge and skills.

##### **4.1.4 Prior qualifications**

An apprentice may have a prior qualification at the same or lower level as the apprenticeship they are wishing to undertake. If they have a prior qualification at the same level, they can only undertake the apprenticeship where they start a new role or occupation which requires a significant amount of new learning to take place.

An apprentice cannot undertake an apprenticeship at a level lower than their highest prior qualification. The only exception will be where an apprentice has achieved A-levels, they can then be funded to undertake a level 2 apprenticeship where the lead provider is assured that sufficient new learning is undertaken.

#### 4.1.5 Further information

Eligibility for apprenticeship funding is based upon the Skills Funding Agency funding rules that are in force on the day of enrolment. The eligibility rules at the point of enrolment will continue to be in effect for the duration of the apprenticeship even if the rules subsequently change.

For further information or clarity on the eligibility criterion for Apprenticeship Standards please refer to the suite of documents within the Skills Funding Agency funding rules 2016-17.

#### 4.2 Application

The applicant will complete the School's application form and any diagnostic testing required and return the completed and signed documentation to the School's office. The application form and tests should be completed in full. If this is not the case this will be returned to the applicant for completion.

**NB: Applications cannot be processed unless an application form is completed in full.**

##### 4.2.1 Interviews

Normally, the School does not require applicants to be formally interviewed as part of the admission procedure. Interviews will only be required for admissions in exceptional circumstances.

However, this does not mean that applicants won't be interviewed if it is appropriate or necessary to do so. Should an applicant be called for interview they will be issued with a 'letter to interview' with all necessary details.

##### 4.2.2 Additional work

The School may request an applicant provide supplementary work or undertake further diagnostic tests prior to making a decision regarding their admission. The assessment of additional work will look at one or some of the following criteria:

- a) Demonstrable interest in, and commitment to, the subject
- b) Evidence of clear thinking and excellent understanding
- c) Appropriateness of the programme applied for in relation to the applicant's interests, aspirations and work
- d) Non-academic achievement and/or experience, or extra-curricular interests, that indicate the likely contribution an applicant would make to the life of the School
- e) Other relevant skills and/or experiences

#### 4.3 Review and decisions

Staff reviewing applications will act in a way that is consistent with the School's equality and diversity policy. The application will also be reviewed against the Skills Funding Agency funding rules 2016-17 suite of documents. These strict eligibility criteria will be

adhered to and the School will be unable to admit applicants that exceed their allocated offer numbers.

#### 4.4 Offers

All applicants shall be contacted by the School within 4 working weeks of their application being received. If successful, a Letter of Acceptance will be sent to the applicant or provided in person by a School contact.

#### 4.5 Unsuccessful applications

The School currently receives more applications than available places, which unfortunately means that we have to disappoint some applicants. Should an application be unsuccessful the applicant will be contacted in writing by the Head of Student Services explaining the outcome in general terms.

Staff reviewing applications will act in a way that is consistent with the School's equality and diversity policy. The application will also be reviewed against the Skills Funding Agency funding rules 2016-17 suite of documents. These strict eligibility criteria will be adhered to and the School will be unable to admit applicants that exceed their allocated offer numbers.

### 5.0 Appeals and complaints regarding the admissions process

5.1 Appeals against a decision not to admit an applicant to a programme of study leading to an Open University award are restricted to those that cite irregularity in the decision-making process (for example, failure to make a reasonable adjustment relating to a disability). The process for arbitrating such appeals is that which has been approved at Institutional Approval/Review. Such appeals must be initiated within four weeks of the date of the original decision.

In all instances of appealing an admissions decision should be made in writing to the Head of Student Service.

The Quayside School of Higher Education appeals procedure for admissions is intended to provide a formal means for reviewing a decision made on an applicant's admission into the Quayside School of Higher Education.

Full details of the policy and procedure for admission appeals is shown in the 'Appeals procedure for admissions & academic appeals' document in Appendix 4.

#### 5.2 Admission complaints

This complaints policy for admissions outlines the School's process for investigating and acting upon student's or prospective student's complaints. A complaint is defined as an expression of significant or sustained dissatisfaction where an applicant seeks a specific action to address the issue. The admissions complaint procedure is based on the expectation that all reasonable efforts have already been made to deal with the grievance prior to reaching the stage of a formal complaint.

Full details of the policy and procedure for admission complaints is shown in the 'Complaints procedure' document in Appendix 5.

## **C. MATTERS RELATING TO REGISTRATION**

### **6.0 General**

- 6.1 A student who is admitted for study on a programme leading to an OU validated award must be registered for that programme with the partner institution.
- 6.2 The partner institution will submit student name and contact details to The Open University solely for the purposes of recording student details and progression information. By registering with a Partner for a programme leading to an Open University validated award the student agrees to the sharing of their information with The Open University for this purpose. The Open University will not make any contact with students unless there is a specific need in relation to their studies towards an OU validated award. It is the student's responsibility to keep their personal information up to date with their institution and to notify them of any changes or errors.

### **7.0 Period of registration for Open University awards**

- 7.1 The period of registration will commence on the date the student registers on a programme.
- 7.2 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, are those that are approved at validation.

The Quayside School of Higher Education has time limits on all its undergraduate qualifications to ensure coherence of academic study, external credibility and that satisfactory academic progress is being made. You must therefore complete your qualification within the time limits set.

The Quayside School of Higher Education has time limits on all its undergraduate qualifications to ensure coherence of academic study, external credibility and that satisfactory academic progress is being made. You must therefore complete your qualification within the time limits set.

Subject to any specific requirements of your qualification, the School has approved the following time limits for all undergraduate qualifications:

360-credit honours degrees:

Normal duration: 3-4 years.  
Maximum duration: 6 Years.

The maximum duration is in place to account for exceptional circumstances which would lead to a break in learning from the apprenticeship. |

7.3 Subject to paragraph 7.5 below, 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.

7.4 The period of registration may be extended if:

- (a) the student has had to resit or repeat a part of their programme of study, see Section D;
- (b) the student has been unable to study or complete a year of study due to extenuating circumstances, see Section F;
- (c) the student has been given permission to take a study break as described in Section 8 below.

7.5 A student's registration may be terminated if the student has:

- (a) committed a serious disciplinary offence or be deemed as unfit to study
- (b) exhausted all opportunities to remedy failure or has made insufficient progress through their programme of study at the required stage;
- (c) formally notified the institution that they wish to discontinue their studies and so discontinue their programme.
- (d) failed to comply with their financial commitment to the partner institution

For more information, please see Section D.

The School reserves the right to terminate the registration of any student on academic grounds, disciplinary grounds or where the employer is in debt to the School. The termination of a student's registration may occur if the student fails to satisfy the examination/assessment requirements of the programme.

A student's registration may also be terminated under academic grounds, including;

- Unsatisfactory academic progress
- Unsatisfactory attendance at prescribed lectures, seminars, classes, practical lessons or other prescribed activity
- Failure to submit written work by due dates or to satisfactory standards
- Failure to attend prescribed examinations
- Failure to comply with examination requirements or regulations

Written warning system:

A student or employer (where applicable) will receive two written warnings prior to any termination of registration being carried out. By issuing a written warning this provides the student and/or employer with an opportunity to improve. Should the student or employer be issued with a second written warning the Academic Council reserves the right to issue a termination under this policy.

7.6 The date of termination recognised by The Open University will be taken as the date on which a partner institution records the student's registration as terminated.

## 8.0 Interruption of studies

- 8.1 A student may apply, or be required, to take a study break for a maximum period of twelve consecutive months under the agreed procedure for reasons of ill health or other extenuating circumstances (see Section F). This may be extended in exceptional circumstances as agreed between The Open University and the partner institution.

## 9.0 Attendance requirement

This attendance policy for students outlines the position and expectations with regards to the attendance and punctuality for all students of the Quayside School of Higher Education. Students are considered active participants in their learning experiences and must take responsibility for achieving their potential through successful completion of each stage of their programme. Attendance is a key component in student retention, progressions, achievement and employability. Those students who actively participate in their learning are more likely to enjoy a rewarding experience in which knowledge, skills and abilities are developed.

### 9.1 Student expectations

- a) The student is expected to punctually attend a minimum of 80% of all scheduled sessions and activities of their programme and to maintain regular academic contact with their tutor
- b) If a student is unable to attend a scheduled session they must let their tutor know, explaining the circumstances
- c) If a student is absent from a scheduled session due to illness and their absence exceeds 5 consecutive days, at the discretion of their tutor they may need to provide a medical certificate
- d) The employer must make the student available to attend all formal assessments at the time given. Failure to attend an assessment or submit coursework by the deadline without having obtained an extension or deferral may result in failure in the course concerned.
- e) If a student is having difficulties attending sessions due to a personal, financial or academic issue, the student should not hesitate to talk to their relevant support staff
- f) Unsatisfactory attendance may affect a student's eligibility for a student loan (where applicable)

### 9.2 Academic staff expectations

- a) Academic staff are responsible for reminding students of the importance of regular attendance at learning and teaching sessions
- b) Staff should monitor student attendance to work and study in accordance with this policy
- c) Staff should signpost students who are 'at risk' and notify the relevant School personnel and employer of any potential upcoming issues
- d) Staff should ensure they take appropriate action as described within this policy

### 9.3 Result of unsatisfactory attendance

Where a student's attendance is unsatisfactory, one or more of the following actions may be taken:

- a) Students may be invited to discuss with their tutor how their attendance will be improved and any support that may be required

- b) Students may be issued with a formal written warning about their attendance signed by the Head of School
- c) A formal report on a student's attendance may be made to the student's employer
- d) Students who fail to respond to a warning about their attendance may be required to enter a formal Attendance Agreement with the School
- e) Students may be withdrawn from their course if they fail to respond to a warning or breach the terms of their Attendance Agreement
- f) Staff writing references for students may refer to the student's record of attendance. |

## **D. ASSESSMENT, PROGRESSION AND AWARD OF CREDIT**

10.0 The forms of assessment and its weighting and timing, and the ways in which the learning outcomes are to be demonstrated through assessment, are set out in the module and programme specifications approved by The Open University at the point of validation.

10.1 Each programme handbook contains comprehensive details of the assessment scheme as approved by The Open University in the validation process.

### **11.0 Minimum requirements for pass**

11.1 To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

11.2 The minimum aggregate pass marks for The Open University validated awards are:

40% for undergraduate programmes

50% for postgraduate programmes.

These minima apply to assessments, modules, stages and qualifications.

### **12.0 Identification of requirements from professional, statutory and regulatory bodies**

12.1 Additional academic regulations required by any professional, statutory or recognised regulatory body will be set out in the relevant programme specification and approved by The Open University in the validation process.

### **13.0 Submission of assessed work**

13.1 Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.

13.2 Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

13.3 Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0.

A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

#### 14.0 Assessment scores

14.1 All undergraduate assessment will be marked on a percentage scale of 0-100.

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

14.2 All postgraduate assessment will be marked on a percentage scale of 0-100. Taught postgraduate awards may include merit and/or distinction classification (see paragraph 18.1).

% Scale Score	Performance Standard
70+	Distinction
60-69	Merit
50-59	Pass
0-49	Fail

14.3 The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.

14.4 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.

#### 14.5 Processes for internal moderation of marks

The Quayside School operates a transparent and fair process for marking and moderation of those marks. We adhere to the requirements of the UK Quality Code and ensure that assessment criteria and marking schemes are clearly defined and that they are key factors in assuring that marking is carried out fairly and consistently.

Full details of the policy and processes for internal moderation of marks is shown in the 'Grading, Marking & Moderation Procedures' document in Appendix 6.

#### 14.6 External moderation of marks

Following internal moderation, all assessment that contributes towards an award must be moderated by External Examiners, and advice provided to internal examiners as appropriate. The sample selected for external moderation should normally include all summative work for an agreed selection of students from a given cohort, based on the marks agreed by internal examiners. As a guide, the sample for external moderation will be:

- All graded at 70% or higher
- All graded at 39% or lower.
- A 20% sample of grades between 40% and 69%.
- An overall minimum sample size of 25% will apply at all times.

In order to ensure consistency and fairness to students, assessment regulations should stipulate that any amendments to the marks of the sample as a result of external moderation must be applied to the rest of the cohort.

### 15.0 Determining module outcomes

- 15.1 The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification and published in the Programme Handbook.
- 15.2 A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.
- 15.3 In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.
- 15.4 Where a student is registered only for a module (rather than a qualification) the resit provisions set out in 17.4 (e) will apply.

### 16.0 Provision for *viva voce* examination

- 16.1 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.

## **17.0 Determining progression and qualification outcomes**

### **17.1 Module prerequisites and co-requisites**

17.1.1 The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

17.1.2 Pathways through any programmes offered by partner institutions may require students to complete prerequisite or co-requisite modules.

### **17.2 Stage requirements**

17.2.1 Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

17.2.2 In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

17.2.3 In order to complete and pass a stage of a programme, a student must acquire the total credit set out in the programme specification at the approved qualification level for the award, or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances (see Section F).

17.2.4 The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

17.2.5 Where a student fails a module, the following may apply in the first instance:

- (i) Resit (see 17.3 below) – a second attempt at an assessment component following a failure at first attempt.
- (ii) Compensation (see 17.4 below) – the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.

### **17.3 Resit provision**

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.
- (b) A student who does not complete the resit by the date specified shall not progress on 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 capped at the minimum pass mark for the module.

## 17.4 Compensation

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

- (a) 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.
- (b) Compensation is not permitted for modules within awards of less than 120 credits in total.
- (c) 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.
- (d) A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
- (e) 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 (except in the case of MEng Level 7 where an aggregate mark of 50% has been achieved).
- (f) In the case of postgraduate programmes, taking the module mark to be compensated into account, an aggregate mark of 50% has been achieved.
- (g) No compensation shall be permitted for any core project/dissertation module, as defined in the programme specification.
- (h) 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.

## 17.5 Options for the repeat of study

17.5.1 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:

- (a) Partial repeat as fully registered student:
  - (i) 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,
  - (ii) The student has full access to all facilities and support for the modules and/or components being repeated,
  - (iii) 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,
  - (iv) The student retains the marks for the modules and/or components already passed,
  - (v) No further resit opportunities are permitted.
- (b) Partial repeat for assessment only:
  - (i) 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.
- (c) Full repeat:
  - (i) This is only permitted where the student has extenuating circumstances;
  - (ii) 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,
  - (iii) The student has full access to all facilities and support,
  - (iv) 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.

17.5.2 Where resit, compensation and repeat opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in Section 20 below.

## **18.0 Grading and Classification Awards except Bachelor Honours Degrees**

18.1 Validated taught awards, including Masters' degrees, consisting of at least 120 credits at FHEQ level 4 (SCQF 7 for Scotland) or above may be awarded with Merit or Distinction with the exception of honours degrees where the award of Merit or Distinction will not apply.

18.2 For the award of Distinction, the overall aggregate mark will be 70% or above.

18.3 For the award of Merit, the overall aggregate mark will be 60% - 69%.

18.4 Where the final result of the classification 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.

## **19.0 Bachelor Honours Degree Classification**

19.1 Classification of bachelor degrees will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

19.2 Honours degrees are classified as:

First class	Aggregate mark of 70% or above
Upper Second class	Aggregate mark between 60% and 69%
Lower Second class	Aggregate mark between 50% and 59%
Third class	Aggregate mark between 40% and 49%

19.3 Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

19.4 Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award. See section 22 for rules related to credit for prior learning.

19.5 Where the final result of the classification 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.

## **20.0 Provision for exit awards**

20.1 Programmes must make provision for exit awards at intermediate stages, for which clear learning outcomes must be stated and laid out in programme specifications approved by The Open University in the validation process.

## **21.0 Posthumous and Aegrotat awards**

21.1 Should a student be prevented by illness, or other circumstances, from completing the final assessed component of the programme, the board of examiners, having considered the relevant evidence (including medical certification) may make a recommendation that an Aegrotat award be made. Such exceptions are limited to students who are permanently unable to continue their studies and are registered for the final module that would complete a qualification, and have been assessed on at least part of the module. The board must be satisfied that the student's prior

performance shows beyond reasonable doubt that they would have passed but for the illness, or other circumstances.

- 21.2 Posthumous awards are permitted for all programmes. The classification for such awards is based on past performance and is recommended to the Open University Ratification Panel for approval.

## **22.0 Recognition of prior learning**

- 22.1 Students who are able to demonstrate that they have already fulfilled some of the learning outcomes of the programme by means other than attendance on the planned programme, and will be able, by completing the remaining requirements, to fulfil the learning outcomes of the programme and attain the standard required for the award, may be admitted with advanced standing, thus exempting them from some modules or stages of the programme.

If the student's prior learning is not certificated, the partner institution itself will assess the student's learning directly, either by requiring the applicant to take the normal progression assessments of the programme or by some other appropriate form of assessment. This will be laid out in the Recognition of Prior Learning (RPL) policy and procedure as approved by OU at Institutional approval or review.

- 22.2 A student admitted on the basis of uncertificated learning and experience or through prior certified learning is subject to the same principles of admission as all other students on that programme. Subject to the requirements of any Professional, Statutory and Regulatory Body (PSRB) requirements the partner institution has discretion to admit a student with exemption from certain elements of the programme or with specific credit.
- 22.3 A student may be awarded credit for prior learning (certified, experiential or uncertified), towards the requirements of a named award up to 50% of the total credit requirements for that award.
- 22.4 Students entering a validated qualification level 6 'top-up' programme, comprising 120 credits and designed to build on a lower credit bearing award, may not enter the programme with credit. (See section 19.3 on calculation of classification.)
- 22.5 Credit for prior learning (certified, experiential or uncertified) is not allowed at the final stage ( credit level 6) of a Bachelor's Degree or for the thesis/dissertation module on a Masters programme.

## E. ACADEMIC MISCONDUCT

23.0 Academic misconduct is defined as any improper activity or behavior by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. In investigating and dealing with cases of suspected misconduct, partner institutions will follow the policies and processes approved at Institutional approval or review.

23.1 The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

23.2 Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorised use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Note: Where a student has an acknowledged learning disability, a proof-reader may be used to ensure that the student's meaning is not misunderstood as a result of the quality and standard of writing, unless a partner institution policy specifically prohibits this. Where permitted, a proof-reader may identify spelling and basic grammatical errors. Inaccuracies in academic content should not be corrected nor should the structure of the piece of work be changed.

23.3 Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorised another to use their work, in part or whole, and to submit it as their own.

Note: legitimate input from tutors or approved readers or scribes is not considered to be collusion.

23.4 Misconduct in examinations (including in-class tests).

23.5 Processes for dealing with Academic misconduct and the penalties

The quality and standards of the Quayside School's programmes are undermined by academic misconduct. Policy and procedures for dealing with academic misconduct will be fair, transparent and consistently applied. If academic misconduct is alleged there must be sufficient evidence to substantiate the allegations on the balance of probability. Investigating and dealing with academic misconduct also involves academic judgements. The School reserves the right to use any reasonable and fair means of identifying academic misconduct and information should be recorded to facilitate monitoring and review of the procedures. The length of time in which academic misconduct information is kept on individual student files should be determined by the severity of the offence(s).

23.5.1 Investigative procedure

In all proceedings in relation to academic misconduct, a student will be presumed innocent of the charge until the contrary is established. The following steps should be followed during the investigative procedure:

- (a) The academic raising the concern should do so in writing and submit to the Mitigating Circumstances and Academic Misconduct panel for review. This should be provided with any documentary evidence that has been collected in support of the allegation.
- (b) The Mitigating Circumstances and Academic Misconduct panel will check the paperwork submitted and contact the academic if further information is required. Where a student has been accused of copying from another, both students should be investigated.
- (c) Once all supporting information has been submitted, the Mitigating Circumstances and Academic Misconduct panel will forward the case to the student for comment.
- (d) Once the student has responded to the allegations the Mitigating Circumstances and Academic Misconduct panel will consider all aspects of the investigation and recommend an outcome and penalty (if appropriate). A report should be generated by the Mitigating Circumstances and Academic Misconduct panel with a copy being provided to the student in question.
- (e) The student will be informed of the outcome both verbally and in writing. Should they refute the outcome they can lodge an appeal under the School's academic appeals policy.

#### 23.5.2 Penalties for academic misconduct

The School follows the AMBeR Tariff with regards to the award of penalties for academic misconduct. In all cases a formal warning is given and a record made contributing to the student's previous history. Depending on the penalty points accumulated, the Academic Council may issue any of the penalties shown in Appendix 5.

## F. EXTENUATING CIRCUMSTANCES

24.0 The Open University recognises that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment. In such cases the partner institution's extenuating circumstances procedures will be applied, as approved in institutional review.

24.1 A student who is prevented from attending or completing a formal assessment component or who feels that their performance would be (or has been) seriously impaired by extenuating circumstances, may submit a deferral request. Further information is available from the partner institution.

Under the Quayside School of Higher Education's Extenuating Circumstances Policy, a difficulty falling under the extenuating circumstance policy must meet the following criteria:

- (a) the difficulty must be out of the student's control and could not have been prevented by the student
- (b) the difficulty must have had a demonstrably bad impact on the student's ability to undertake study, workplace learning or undertake an assessment
- (c) the timing of the circumstance must be relevant to the claimed impact

#### Types of extenuating circumstances

- (a) Bereavement
- (b) Serious short term illness/accident/hospitalisation
- (c) Deterioration or fluctuation of a disability or long term health condition
- (d) Significant adverse personal/family circumstances
- (e) Other significant exceptional factors for which there is evidence of stress caused, i.e. victim of crime

#### **Not** considered an extenuating circumstance by the Quayside School of Higher Education

- (a) Medical circumstances without supporting medical documentation/evidence
- (b) Medical circumstances which do not relate to the assessment period in question
- (c) Minor illness or ailment, which in a work situation would be unlikely to lead to absences from work
- (d) If there is a reasonable case that the circumstance was foreseeable and/or preventable
- (e) Financial issues
- (f) Religious Observance
- (g) Holiday or family events
- (h) Transport difficulties
- (i) Late disclosure of circumstances
- (j) Poor time management
- (k) Missing exams or assessments due to misreading the examination/assessment timetable or oversleeping
- (l) Loss of computer data/printer problems
- (m) Submitting the wrong work for the assessment or submitting a draft version in error
- (n) A long term condition where treatment or additional support/arrangements are in place to mitigate

24.2 Students are responsible for ensuring that the partner institution is notified of any extenuating circumstances at the time they occur and for supplying supporting documentation by the published deadline.

24.3 If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days.

24.4 Medical evidence submitted in support of a claim for extenuating circumstances should be provided by a qualified medical practitioner.

24.5 The partner institution will verify the authenticity of any evidence submitted.

24.6 Upon receipt of recommendations from the panel or body responsible for investigating extenuating circumstances, the Board of Examiners, or its subsidiary board, will decide whether to:

- (a) provide a student with the opportunity to take the affected assessment(s) as if for the first time i.e. a 'sit' or 'submit', allowing them to be given the full

marks achieved for the examination or assessment, rather than imposing a cap;

- (b) waive late submission penalties;
- (c) determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;
- (d) note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.

- 24.7 The Board of Examiners, depending on the circumstances, may exercise discretion in deciding on the particular form any reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.
- 24.8 The module marks released following the meeting of the Board of Examiners should clearly identify results where extenuation has been considered and applied.
- 24.9 If a student fails, without good cause, to provide the responsible body with information about extenuating circumstances within the timescales specified in the partner institution policy, the responsible body has authority to reject the request on those grounds.

## **G. BOARDS OF EXAMINERS**

### **25.0 Appointment of Boards of Examiners**

- 25.1 For every programme (or subject area in a Liberal Arts or Combined Studies programme) leading to a validated award of The Open University there will be a Board of Examiners whose constitution (including a note of those members constituting a quorum) and terms of reference will have been approved by The Open University as part of the Institutional approval and review process.
- 25.2 In the case of large modular programmes, there may be subsidiary boards with designated responsibility for a cognate group of units or subjects. Where this is the case, the relative responsibilities, powers and terms of reference of the different boards will have been approved by The Open University (as part of the Institutional approval and review process).

### **26.0 Membership of Boards of Examiners**

- 26.1 The Academic Board (or equivalent body) of the partner institution is required to agree the actual membership of Boards of Examiners, at the start of each academic year.
- 26.2 All External Examiner(s) for the programme/subject area will be members of the board. In the case where institutions have many External Examiners then Chief External Examiners only will be required to be members.
- 26.3 Under no circumstances may a student of the partner institution of The Open University or studying for an award of The Open University be a member of, or attend, a Board of Examiners. A person who is otherwise qualified to be an internal examiner for a programme, for example as a member of academic staff or as an approved External Examiner, and is coincidentally registered as a student on another programme either at the same institution or elsewhere, will not be disqualified from carrying out normal examining commitments.
- 26.4 The Chair of the Board of Examiners will be a senior member of staff, commonly a Head of Department or Dean of Faculty, not directly involved in the delivery of the programme/subject area or the assessment of students in the programme or subject area considered by the Board of Examiners, or delegated nominee.
- 26.5 The Registrar (or equivalent) or a nominee at the partner institution – acting with the authority of the Secretary to the Academic Board – should normally be appointed as Secretary to the Board of Examiners.
- 26.6 A member of The Open University staff must be present at any Board where final decisions on recommendations for an Open University award is made and where decisions about progression are made. Although not normal practice The Open University reserves the right to Chair the Board of Examiners or any subsidiary boards.

Quayside School of Higher Education Board of Examiners membership:

Chair  
Programme Leader(s)  
Module Leader(s)  
External Examiner(s)  
Secretary

Any other person approved by the Chair of Board of Examiners |

## **27.0 Authority of Boards of Examiners**

- 27.1 The Board of Examiners is authorised to determine the progression of students in accordance with these academic regulations and to recommend progression or the conferment of validated awards of The Open University.
- 27.2 All decisions related to a student's progression, final results, and awards, will be approved by a properly constituted Board of Examiners.
- 27.3 No other body has authority to recommend conferment of an award or progression, nor to amend the decision of an approved and properly constituted Board of Examiners acting within its terms of reference and in accordance with the regulations for the programme of study. A Board of Examiners may, however, be required to review a decision, or may have that decision annulled under the Appeals procedure.

## **28.0 Subsidiary Boards of Examiners**

- 28.1 Any subsidiary board of examiners (with designated responsibility for a cognate group of units or subjects) will include at least one approved External Examiner.
- 28.2 The rights and duties of External Examiners on subsidiary boards are the same as those of External Examiners on the parent board except that the subsidiary board of examiners only makes recommendations to the parent board.
- 28.3 Subsidiary boards will exercise responsibility for assessing students but will not make decisions on progression or awards. These will remain the responsibility of the parent Board of Examiners.
- 28.4 Once a subsidiary board has confirmed marks or grades for a student these will not normally be varied by the parent board – although the parent board retains the authority to reach its own conclusion on the overall performance and grading of each student. It follows that, while a subsidiary board will be charged with recommending arrangements for reassessment of a failed student, only the parent board – having confirmed the fail and determined a student's right to retrieve – can approve the reassessment arrangements.

## **29.0 Authority of External Examiners**

29.1 External Examiners are appointed by, and report to The Open University. The terms under which they engage with the partner institution and the programmes to which they are appointed are those determined by The Open University.

## **30.0 Conditions of conferment by The Open University**

30.1 The OU may approve conferment of a validated award when the following conditions are satisfied:

- (a) The student has been a registered student at a partner institution at the time of the assessment for an award and the appropriate fee to The Open University has been paid by the institution.
- (b) Details of the student's full name, full postal address, email address, telephone numbers, date of birth, gender, programme of study, award and all required information have been forwarded to The Open University.
- (c) The institution at which the student has been registered has confirmed that the student has completed a programme of study approved by The Open University as leading to the award being recommended.
- (d) The award has been recommended by a Board of Examiners convened, constituted and acting under regulations approved by The Open University and including all members appointed by The Open University as External Examiners for the programme.
- (e) The recommendation of the award has been signed by the Chair of the Board of Examiners, the External Examiners and The Open University's representative at the Board of Examiners, confirming that the assessments have been carried out in accordance with the requirements of The Open University and that the recommendations have received the written approval of the External Examiners.

## **H. ACADEMIC APPEALS AND COMPLAINTS**

### **31.0 Grounds for appeal**

- 31.1 There shall be no appeal against an assessment result determined in accordance with paragraph 15.1 above, except on the grounds that the approved policy for moderation has not been followed.
- 31.2 A student may appeal against a decision of a Board of Examiners made under section G 27 and 28 above, only if one or more of the following grounds apply:
- (a) Where the student provides written evidence in support of a claim that performance in the assessment was adversely affected by extenuating circumstances which the student was unable or, for valid reasons, unwilling to divulge before the Board of Examiners reached its decision; or
  - (b) Where there is prima facie evidence, whether provided by the student or otherwise, that:
    - (i) there has been a material administrative error; or
    - (ii) the examinations or other assessments were not conducted in accordance with the regulations for the programme and/or special arrangements formally agreed; or
    - (iii) some other material irregularity relevant to the Board of Examiner's decision has occurred.
- 31.3 Disagreement with the academic judgement of a Board of Examiners cannot of itself constitute grounds for an appeal.
- 31.4 An appeal must be made within the time limits and in the manner prescribed in the partner institution's approved appeals procedure set out in paragraph 32 below.
- 31.5 A formal complaint is an expression of dissatisfaction with a service provided or the lack of a service. It must relate to services that students were led to believe would be provided. Students should refer to procedures set out in paragraph 32 below.
- 31.6 Where the student raises a matter of concern that does not meet the grounds for appeal under this paragraph, the matter may be dealt with as a formal complaint. Please note that, even in the event that a complaint is upheld, where there is no right of appeal, an assessment result made under paragraph 15.1 or a decision of a Board of Examiners made under section G 27 and 28 cannot be changed.

## **32.0 Academic Appeals and Complaints procedures**

The Quayside School of Higher Education academic appeals and complaints procedures are intended to provide a formal means for reviewing a decision made on a student's academic progress or award, and/or resolving the student's concerns in a fair and consistent manner. The Academic Council may consider all applications to intervene or alter the workings or procedures. This will be in the case where it is felt that the workings or procedures contravene the principles of natural justice, reasonableness or fairness, when applied to the specific case referred to in the application.

### **32.1 Academic Appeals**

A student's mark will not be lowered as a consequence of submitting an appeal. Further, the privacy and confidentiality of the student will be respected, and the disclosure of information provided by a student in the course of an appeal will be restricted to those individual officers directly involved in consideration of the appeal. The appeal will be considered in accordance with the School's Equality and Diversity Policy.

Full details of the policy and procedure for academic appeals is shown in the 'Appeals procedure for admissions & academic appeals' document in Appendix 4.

### **32.1 Complaints**

This complaints policy outlines the School's process for investigating and acting upon student complaints. A complaint is defined as an expression of significant or sustained dissatisfaction where a student seeks a specific action to address the issue. The student complaint procedure is based on the expectation that all reasonable efforts have already been made to deal with the grievance prior to reaching the stage of a formal complaint.

Full details of the policy and procedure for admission complaints is shown in the 'Complaints procedure' document in Appendix 5.

## **33.0 Action following appeal procedures**

33.1 The student will be sent a written statement setting out the decision that has been made and the reasons for reaching that decision, together with any actions required by the student or the partner institution to follow up and implement that decision. Partner institutions will align to Office of the Independent Adjudicator (OIA) timelines. The written statement will also include details of any further right of appeal available to the student if they remain dissatisfied with the final outcome of the institution's procedures. This will include, where applicable, the right to appeal to The Open University under paragraph 34 below.

## **34.0 Appeals to The Open University**

34.1 There shall be a final right of appeal to The Open University against a decision of a Board of Examiners only if the appeal is against a decision related to either:

- (a) progression from one stage to another of the programme to the next; or
- (b) a final award;

and both of the following criteria are met:

- (a) all appropriate internal procedures at the partner institution have been exhausted;
- (b) there are reasonable grounds to believe that the partner institution's internal procedures and regulations for dealing with appeals were not implemented correctly or fairly.

The procedure for appealing to The Open University is set out in The Open University Handbook for Validated Awards.

## **I. TRANSCRIPTS, DIPLOMA SUPPLEMENTS AND CERTIFICATES**

### **35.0 Transcript**

- 35.1 The transcript is produced by the partner institution and provides a comprehensible verifiable record of a student's learning. The standard content of a transcript is listed in Appendix 1 of these Regulations.
- 35.2 The transcript is issued to the student after each stage of their programme is completed.
- 35.3 If a student has completed only a part of a programme of study, without fulfilling the full requirements for an award, a transcript is issued.

### **36.0 Diploma supplement**

- 36.1 The diploma supplement is issued to a student solely on the successful completion of a qualification.
- 36.2 The diploma supplement is produced by the partner institution and provides students who have completed an Open University validated award with a formal, verifiable and comprehensive record of learning and achievement. The standard content of a diploma supplement are set out in Appendix 2 to these Regulations.

### **37.0 Certificates**

- 37.1 The Open University issues a certificate for each conferred award. The standard content of a Certificate for a validated award is set out in Appendix 3 to these Regulations.
- 37.2 Students awarded any qualification of The Open University, will be issued with a certificate in respect of that qualification in the name held in formal records at the point when the qualification is conferred. A certificate will not be amended or reissued in a different name if a change of name is notified after the date the qualification is conferred, except in the case of an error by The Open University in recording personal details, or if a valid request is made under the Gender

Recognition Act 2004. A duplicate certificate will be issued in the same name as the original certificate (unless amended as above), even if a change of name may subsequently have been notified.

## Appendix 1

### Content of transcripts

Partner institutions will present the information in the format that they consider to be most appropriate. The minimum requirements for the content of transcripts of The Open University validated awards are:

- (a) Student details
- (b) Details of the qualification, including any professional, statutory or regulatory body accreditation or recognition.
- (c) Up-to-date details of learning and achievement, i.e. modules or units studied, credits awarded, marks or grades achieved and the date and year in which credits were awarded.
- (d) Up-to-date details of non-completion, including the number of attempts taken to complete a module.
- (e) Other types of learning, e.g. study abroad, work placement and work experience, accreditation of prior certificated and experiential learning, or accreditation of key skills.

## Appendix 2

### Outline structure for the diploma supplement

The following information will be given in the diploma supplement:

#### **1 Information identifying the holder of the qualification**

- 1.1 Family name(s)
- 1.2 Given name(s)
- 1.3 Date of birth (day/month/year)
- 1.4 Student identification number or code (if available)

#### **2 Information identifying the qualification**

- 2.1 Name of qualification and (if applicable) title conferred (in original language)
- 2.2 Main field(s) of study for the qualification
- 2.3 Name and status of awarding institution (in original language)
- 2.4 Name, address and status of institution (if different from 2.3) delivering studies
- 2.4a Principal location of study (if different from 2.4 above)
- 2.5 Language(s) of instruction/examination

#### **3 Information on the level of the qualification**

- 3.1 Level of qualification
- 3.2 Official length of programme
- 3.3 Access requirements(s)

#### **4 Information on the contents and results gained**

- 4.1 Mode of study
- 4.2 Programme requirements
- 4.3 Programme details (e.g. modules or units studied) and the individual grades/marks/credits obtained
- 4.4 Grading scheme and, if available, grade distribution guidance
- 4.5 Overall classification of the qualification (in original language)

#### **5 Information on the function of the qualification**

- 5.1 Access to further study
- 5.2 Professional status (if applicable)

#### **6 Additional information**

- 6.1 Additional information
- 6.2 Further information sources

#### **7 Certification of the supplement**

- 7.1 Date
- 7.2 Signature of official certifying the diploma supplement

7.3 Capacity

7.4 Official stamp or seal of partner institution

**8 Information on the higher education system**

For this field, Partner institutions will adopt the standard description adopted by the rest of The Open University.

## Appendix 3

### Content of certificates

A validated award certificate conferred under the Charter of The Open University records:

- (a) the name of the Partner institution at which the student has been registered, together with the name of any other institution sharing responsibility for the student's programme of study
- (b) the student's full name as given on the list of recommendations submitted to The Open University by the institution at which the student was registered. For gender reassignment, The Open University will require proof of the new identity before a new certificate is issued.
- (c) the award
- (d) the title of the programme, as approved by The Open University
- (e) the language of instruction and assessment, where this is not English
- (f) an approved endorsement, where appropriate, that the programme of study was in sandwich mode
- (g) the date the award was conferred.

The Open University validated award certificates conform with specific design requirements of The Open University.

## **Appendix 4**

### **Appeals Procedures**

All School staff have a responsibility to give full and active support to a student or applicant by ensuring the appeals procedure for both admissions and academic appeals is known, understood and implemented.

#### **Academic appeals**

The academic appeals procedure is intended to provide a formal means for reviewing a decision made on a student's academic progress or award, and resolving the student's concerns in a fair and consistent manner. The Academic Council may consider all applications to intervene or alter the workings or procedures where it is felt that the workings or procedures contravene the principles of natural justice, reasonableness or fairness, when applied to the specific case referred to in the application.

#### **Principles**

A student's mark will not be lowered as a consequence of submitting an appeal. Further, the privacy and confidentiality of the student will be respected, and the disclosure of information provided by a student in the course of an appeal will be restricted to those individual officers directly involved in consideration of the appeal. The appeal will be considered in accordance with the School's Equality and Diversity Policy.

#### **Circumstances for academic appeals**

A student may submit an academic appeal to the Academic Council based on any of the following circumstances:

- (a) a decision about the student's progress has been taken that prevents them from continuing their studies - for example, a decision to terminate the student's registration
- (b) a decision has been taken that requires the student to interrupt their studies
- (c) a decision has been taken to transfer the student to a lower award
- (d) a decision has been taken not to make an award to the student and the consequence is that their studies will be terminated
- (e) a decision to award a lower qualification to a student than that for which the student is registered

#### **Grounds for academic appeals**

A student may not appeal if their results are not as good as they had hoped or worse than they believe they deserve. Appeals which simply challenge the academic judgement of internal or external examiners or the Board of Examiners are not permitted. Those grounds for academic appeals which are permitted include significant mitigating circumstances, procedural irregularities or prejudice or bias.

#### **Significant mitigating circumstances**

There are circumstances that materially affected the student's performance, for which supporting evidence exists **and** these were not known to the Board of Examiners or other academic body at the time the decision was taken, **and** it was not reasonably practicable for the student to make them known prior to the decision being made.

## **Procedural irregularities**

There were procedural irregularities in the conduct of examination or assessment procedures of such a nature as to create a reasonable possibility that the result may have been different if it had not occurred.

NB: Should there be an established case of procedural irregularity the staff involved shall be investigated directly by the Head of School. All subsequent disciplinary procedures will be undertaken by the Head of School in this case.

## **Prejudice or bias**

There is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners

## **Admission appeals**

The appeals procedure for admissions is intended to provide a formal means for reviewing a decision made on an applicant's admission into the Quayside School of Higher Education. The Academic Council may consider all applications to intervene or alter the admissions decision where it is felt that the workings or procedures contravene the principles of natural justice, reasonableness or fairness, when applied to the specific case referred to in the application.

## **Principles**

The privacy and confidentiality of the applicant will be respected, and the disclosure of information provided by an applicant in the course of an appeal will be restricted to those individual officers directly involved in consideration of the appeal. The appeal will be considered in accordance with the School's Equality and Diversity Policy.

## **Circumstances for admission appeals**

An applicant may submit an appeal regarding an admission decision to the Academic Council based on one of the following circumstances:

1. There has been an irregularity in the conduct of the selection, which was material enough to affect the outcome of the application
2. If an applicant believes there was an irregularity in the processing of the admissions application, which may have affected the outcome of the admissions decision
3. If the decision has been made not to support the application on UKVI academic progression grounds and the applicant believes that the decision would be affected by additional information that was not available at the time of the initial decision

## **Deadlines for academic and admission appeals**

An academic or admissions appeal must be lodged within four working weeks of the decision of the relevant authoritative body the appeal relates to. An appeal lodged out of time will only be considered where the appellant is able to prove to the satisfaction of the Academic Council that he or she was mentally or physically incapable of lodging an appeal within the prescribed time limit.

The Academic Council may, at its complete discretion, consider all applications to extend the period within which an appeal may be heard.

## **Lodging an appeal**

### **1. Procedure**

For an appeal to be formally considered by the Academic Council the appeal must be made, in writing, on the prescribed form (appendix A) and submitted to the Head of Student Services in the first instance. The information provided must include:

- a) the student's full name, student number (if applicable) and signature
- b) the result or decision for which the appeal is made
- c) the ground(s) of appeal
- d) evidence in support of the appeal
- e) list of any other person(s) who has (have) relevant information

### **2. Evidence**

It is important that the student or applicant submits evidence to support their appeal. It is the appellant's responsibility to obtain the required evidence. The School will not contact doctors or others on the student's behalf. Evidence must be new and not already submitted and considered by the Board of Examiners or admissions body. The evidence must be objective and authoritative and if not provided in English, a certified English translation must be provided at the time of submission.

### **Initial review**

The Head of Student Services will issue the appellant with a receipt (either electronic or printed) within 10 working days of the written application for appeal being submitted by the appellant. Should the appeal not meet the conditions of eligibility as set out below, the appellant will be notified in writing, along with their receipt.

### **Conditions of appeal eligibility**

To meet the threshold conditions for an eligible appeal, the appeal must:

- a) have been made in writing on the appropriate form, and bear all of the information requested on the form
- b) identify the grounds of appeal
- c) have been received within the identified time limit
- d) have evidence and grounds which are reasonably arguable

### **Consideration of the appeal**

Should the appeal meet the conditions of eligibility it will be submitted to the Academic Council for consideration. The Academic Council will review the evidence available, consider whether further information is required and generate a written report of the outcome. The Academic Council must reach a decision within four working weeks and inform the student orally and provide a copy of the written report with the identified outcome.

## **Outcome**

The Academic Council shall find either:

- a) that the appeal be dismissed and the consequent action be implemented/processed as normal; or
- b) uphold the appeal, in whole or in part, and stipulate specific actions to be taken

## **Action following appeal procedures**

The appellant will be sent a written statement setting out the decision that has been made and the reasons for reaching that decision, together with any actions required by the appellant or the School to follow up and implement that decision. The written statement will also include details of any further right of appeal available to the student if they remain dissatisfied with the final outcome of the institution's procedures. This will include, where applicable, the right to appeal to The Open University.

## **Appeals to The Open University**

There shall be a final right of appeal to The Open University against a decision of the Academic Council only if the appeal meets the following criteria:

- a) all appropriate internal procedures at the Quayside School of Higher Education have been exhausted;
- b) there are reasonable grounds to believe that the partner institution's internal procedures and regulations for dealing with appeals were not implemented correctly or fairly.

For academic appeals, the final right of appeal to The Open University must also relate to either:

- a) progression from one stage of the programme to the next; or
- b) a final award;

## **Appendix A - QSHE Appeals Form**

### **Applicant Appeal**

---

Name of applicant:

---

Student No. (if applicable):

---

Applicant signature:

---

Relevant course/programme:

---

Date of decision:

---

### **Section 1: Result or decision for which the appeal is being made**

---

### **Section 2: The ground(s) for appeal**

---

### **Section 3: Evidence in support of the appeal**

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### **Section 4: Information of any other person(s) who has/have relevant information**

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## **Appendix 5**

### **Complaints Procedure**

#### **Policy statement**

This complaints policy outlines the School's process for investigating and acting upon complaints. A complaint is defined as an expression of significant or sustained dissatisfaction where a complainant seeks a specific action to address the issue. The complaints procedure is based on the expectation that all reasonable efforts have already been made to deal with the grievance prior to reaching the stage of a formal complaint.

#### **Principles**

The School considers complaints as important feedback and complainants will not suffer any disadvantage as a consequence of lodging a formal complaint. The School will seek to act on complaints in a timely manner and do so impartially and objectively.

#### **Procedure**

Formal complaints must be submitted in writing to the Programme Manager who will:

- Acknowledge receipt of the complaint within seven working days
- Forward the complaint to the appropriate member of the Academic Council for investigation
- Monitor that the complaint has been responded to, within the time set within this policy

#### **Investigating Academic Council member:**

The investigating member of the academic council will be the Deputy Head of School. It is the responsibility of the Deputy Head of School to determine how the complaint will be investigated, undertake the necessary action and respond to the complaint upon completion of the investigation. The Deputy Head of School will be able to draw upon any member of the Academic Council to assist in the investigation of the complaint. The investigation should not be undertaken by anyone who has had prior involvement with the complaint in question.

## **Outcome**

The outcome of a complaint may include the complaint being:

- upheld in whole with a statement as to the remedy
- upheld in part with a statement as to the remedy and an explanation regarding those parts dismissed
- dismissed with a statement as to the reasons

## **Timescales**

The assigned Academic Council member shall provide a written response to the complainant outlining the nature of the investigation within four working weeks.

## **Escalation**

Should the complainant consider that their formal complaint has not been properly investigated they may escalate to the Head of School to review their complaint. The complainant must submit, in writing, the grounds on which the complaint should be reviewed and the resolution that the complainant seeks. This review will only be considered by the Head of School where:

- the request for review has been received by the Head of School within two working weeks of the notification of the outcome of the complaint
- there were procedural irregularities in the investigation; or
- new evidence can be presented which could not reasonably have been available to the investigator of the formal complaint

## Appendix 6

### Grading, Marking and Moderation Procedures

#### Introduction

This document acts as guidance and a general policy statement for the marking and grading of assessments.

The individual programme specifications and module guides contains comprehensive details of the assessment scheme for that specific module or stage of learning, and it is those that should be followed for correctly awarding marks and credits.

#### Minimum Requirements

The Quayside School of Higher Education requires that all parts of a programme's assessed elements are completed in order to comply with the regulations set out in the programme and module specifications and guides. For example; if a module has 3 assessments, then a student must complete all 3. Failure to complete all 3 would result in a fail for that module, as the required number of credits would not be able to be achieved.

The School operates 40% pass mark for all graded assessments, modules and qualifications.

#### Marking & Grading Bands

All graded assessments will be marked according to the assessment criteria in their module guide. The marks will be between 0% and 100% and the grading bands are shown below:

Grading bands for graded assessments:

Mark	Grade band
70-100%	Excellent Pass
60-69%	Very Good Pass

Grading bands for BA (Hons) awards:

Mark	Grade band
70-100%	1st class honours
60-69%	Upper 2nd class honours

50-59%	Good Pass
40-49%	Pass
0-39%	Fail

50-49%	Lower 2nd class honours
40-49%	3rd class
0-39%	Fail

Within a module, there may be elements which are marked on a pass/fail basis and any such elements will only be used to achieve credits and will not be used towards any classifications.

### **Credit Award and Progression**

Credits will only be awarded upon successful external moderation of a completed module that has been marked as having all elements (both graded and non-graded) passed.

Credits cannot be awarded to a student until the board of examiners, followed by the Open University's Qualification and Classification Panel (MRAQCP) have approved and validated the results. Refer to section 6 of this document for details of the moderation procedures.

There are 3 stages of the BA (Hons) degree and each stage is worth a total of 120 credits. All 120 credits must be achieved in order to progress to the next stage. 360 credits must be achieved in order to be awarded the final honours award.

The Board of examiners would normally convene once a year. There is scope to convene up to 4 times per year, which will be dictated by the number of cohorts on programme and their respective start and estimated progression dates.

### **Grading descriptor guidelines**

The undergraduate descriptors are applicable to students' work at all levels 4, 5 and 6. The descriptors have been developed with reference to the FHEQ.

The descriptors are generic and applicable to a broad range of academic disciplines. They aim to provide:

- a reference for articulating the standards of students' work with the use of clear, consistent statements to describe student performance and what a student needs to do to reach a particular grade/mark band;

a framework to indicate how a student can improve their performance, and to facilitate feedback to students.

Students' work should be assessed against published assessment criteria and marked/graded using the descriptors, including where work is marked as pass or fail. The descriptors describe key features and general characteristics of assessed work associated with each grade and where necessary they can be adapted. For learners to understand what they are being assessed on, clear assessment criteria and grading descriptors are needed. It is also important to ensure that the learning outcomes of the assessment are integrated with the grading descriptors.

Reference is made to the given level of study to emphasise the need to take this into account when considering the characteristics of students' work.

The descriptors are inter-related and should not be interpreted as a series of mutually exclusive categories. Students' work may demonstrate some characteristics of, for example, the pass and merit categories and the final mark/grade for the work should always be matter of academic judgement.

The emphasis given to various aspects of the descriptors will vary depending on the nature of the assessment task and discipline area. Markers and examiners should use the whole of the marking scale, interpreting the descriptors in the context of their discipline.

The descriptors may be used as they are or contextualised in the design of assessment-specific marking criteria in the context of a particular discipline, mode of assessment and in the development of marking schemes. These should clearly link back to the generic descriptors.

Where the design of a module and its associated assessment task(s)/ brief(s) mean that it is not appropriate to grade learner's work using these descriptors, for example the use of competency- based tasks, details of how the task(s) will be assessed should be clearly stated in the relevant module guide.

The generic descriptors can be found in appendix 1.

## **Moderation**

### **Internal Moderation Strategy**

The Quayside School operates a transparent and fair process for marking and moderation of those marks. We adhere to the requirements of the UK Quality Code and ensure that assessment criteria and marking schemes are clearly defined and that they are key factors in assuring that marking is carried out fairly and consistently.

### **Internal Moderation of Marking**

Any marking will be performed in line with the general guidelines set out in the Marking & Grading Policy, and the more specific marking and grading criteria set out in the individual module specifications and module guides.

It is the Schools policy that all assessed work will be second marked by a second marker to ensure that the first marking is fair and consistent with the marking scheme and to ensure comparability of assessment across a cohort.

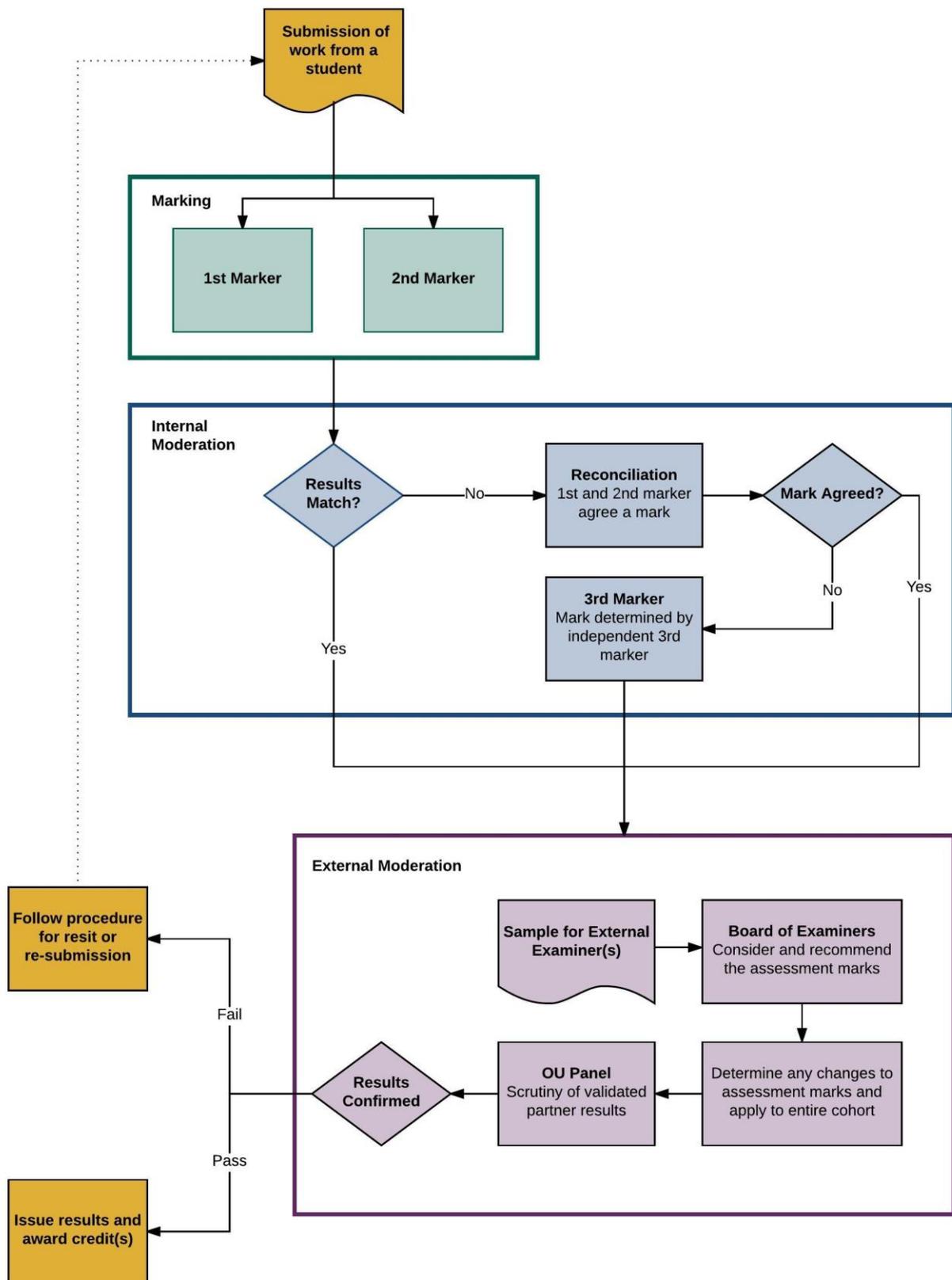
The internal moderation process exists to cater for any variation between the 1st and 2nd marking. The inclusion of a 2nd marking process, particularly in relation to very good and very poor performance, ensure that the 1st marking is scrutinised appropriately.

The table below shows the recommendations of appropriate action to take based on a range of variations between the 1st and 2nd marking. The variation tolerance bands and recommended actions have been notionally set by the Board of Examiners and approved by the Academic Council.

<b>Variation</b>	<b>Recommended action</b>
0%	Mark stands.
1-8%	1st and 2nd marker agree the average mark.
9+%	Marking will be referred to a 3rd marker.

The process of internal moderation is shown visually on the next page in this document.

## Moderation Process Flow Chart



## **External Moderation**

Following internal moderation, all assessment that contributes towards an award must be moderated by external examiners, and the board of examiners with advice and feedback provided to internal examiners as appropriate.

The sample size selected for external moderation is defined as:

All graded at 70% or higher

All graded at 39% or lower.

A 20% sample of grades between 40% and 69%.

An overall minimum sample size of 25% will apply at all times.

In order to ensure consistency and fairness to students, assessment regulations should stipulate that any amendments to the marks of the sample as a result of external moderation must be applied to the rest of the cohort.

## **Standardisation**

Independent of the marking and moderation process, the Quayside School operates standardisation activities to ensure consistency in the application of levels and credits across our provision and to ensure consistency of practice in assessment and moderation.

It involves academic staff, including teaching staff, markers and moderators coming together with samples of learner work that they have assessed and carrying out peer review of one another's assessment to establish whether there is agreement and consistency.

Support of consistency and a common understanding of assessment criteria and grading descriptors.

Opportunities for staff to share good practice in assessment decisions, including writing assignment briefs, establishing benchmarks, evidencing, providing feedback to learners and recording assessment marking and moderation decisions.

Opportunities for self-assessment and action planning towards ongoing quality improvement and CPD.

The measure of the success of standardisation will be the variation between 1st and 2nd marking detailed in section 6.2. This data will be recorded and used by the academic council in order to inform and report upon effectiveness of our provision.

Standardisation events will occur no less than twice per academic year. In addition to this, Ad-hoc standardisation events are very much encouraged, if appropriate, at the discretion of the applicable academic staff.

### **Provision of resources for internal and external examiners**

It is the responsibility of the Head of School to ensure that all internal examiners are provided with appropriate information, instruction or staff development as required, either through School specific provision or through more generic training and staff development. All staff involved in the assessment of students should be competent to undertake their roles and responsibilities. Assessment procedures are routinely quality assured, including measures of reliability.

All external examiners must be provided with course specific guidance on assessment, including marking schemes and assessment criteria.

### **Monitoring & Evaluation**

The Academic Council, supported by and informed by the Education & Training Committee, is responsible for the periodic review of this policy. The success of this policy can be evaluated by:

Learner voice, including questionnaire responses, showing high levels of satisfaction with the quality of teaching, learning & assessment they receive

External reports on the quality of teaching, learning and assessment.

Profiles of marks and grades awarded.

Staff and student feedback on the quality of support provided by the Quayside School to enhance competence and skill in teaching and sharing best practice in teaching, learning and assessment.

## Appendix 1

### Generic grading descriptors (levels 4, 5 & 6)

Grade Title:	Excellent Pass
Grade %:	70-100%
Descriptor:	All learning outcomes and assessment criteria have been achieved to a high and/or an exceptionally high level.
Criteria:	An excellent response to the task. The work demonstrates most or all of the the characteristics in relation to those expected at the given level of study within the discipline.
Guidelines:	<ul style="list-style-type: none"> <li>• In-depth understanding, exploration &amp; insight.</li> <li>• All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to.</li> <li>• The organisation, structure and standard of presentation of the work, including referencing where appropriate, are excellent throughout.</li> <li>• The work has been approached and/or executed/performed in an original way</li> <li>• Insightful contextualisation, including relevant theory/ literature/ artefacts/ Performance</li> <li>• Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal</li> <li>• Demonstrates high levels of initiative, personal responsibility, decision-</li> </ul>

Grade Title:	Very Good Pass
Grade %:	60-69%
Descriptor:	All learning outcomes and assessment criteria have been met fully at a good or very good standard.
Criteria:	A good to very good response to the task. The work demonstrates most or all of the characteristics in relation to those expected at the given level of study:
Guidelines:	<ul style="list-style-type: none"> <li>• Good to very good understanding and exploration, some insight and/or thorough research.</li> <li>• No significant inaccuracies, misunderstandings or errors</li> <li>• The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to</li> <li>• The work is well organised, coherent and the standard of presentation, including referencing where appropriate, is at least good</li> <li>• The work has been approached and/or executed/performed in a comprehensive and appropriate way.</li> <li>• Appropriate contextualisation, including relevant theory/ literature/ artefacts/performance</li> <li>• Evidence of high quality analysis, synthesis, evaluation and critical appraisal</li> </ul>

Grade Title:	Good Pass
Grade %:	50-59%
Descriptor:	All learning outcomes and assessment criteria have been met and some may have been achieved at a good standard.
Criteria:	A sound, competent response to the task. The work demonstrates most or all of the characteristics in relation to those expected at the given level of study.

Guidelines:	<ul style="list-style-type: none"> <li>• Sound understanding and exploration, some insight and/or appropriate research</li> <li>• No significant inaccuracies and/or misunderstandings</li> <li>• No significant aberrations from the specifications for the assessment task, including word limit/time limit where appropriate</li> <li>• The work is suitably organised and the standard of presentation, including referencing where appropriate, is at least sound</li> <li>• The work has been approached and/or executed/performed in a standard way</li> <li>• Sound analysis, synthesis, evaluation and critical appraisal</li> <li>• Demonstrates some levels of initiative, personal responsibility, decision-making and achievement</li> </ul>
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Grade Title:	Pass
Grade %:	40-49%
Descriptor:	All learning outcomes and assessment criteria have just been met.
Criteria:	An adequate, but weak response to the task. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:
Guidelines:	<ul style="list-style-type: none"> <li>• Adequate understanding and/or exploration of major ideas with little insight and/or minimal research</li> <li>• Some minor inaccuracies and/or misunderstandings</li> <li>• Some minor aberrations from the specifications for the assessment task, including word limit/time limit where appropriate.</li> <li>• The work is largely descriptive, some parts of the work are disorganized and the standard of presentation, including referencing where appropriate, is barely adequate</li> <li>• The work has been approached and/or executed/performed in a basic and/or poor way</li> <li>• Some, but limited, evidence of analysis, synthesis, evaluation and critical appraisal</li> <li>• Demonstrates limited levels of initiative, personal responsibility, decision-making and achievement</li> </ul>

Grade Title:	Fail
Grade %:	0-39%
Descriptor:	One or more of the learning outcomes and assessment criteria have not been met.
Criteria:	An unsatisfactory response to the task. The work may display some strengths but these are outweighed by weak features in relation to the expectations for the given level of study within the discipline, such as:

Guidelines:

- Limited understanding and/or exploration of major ideas with very little insight and/or minimal research.
- Some significant inaccuracies and/or misunderstandings.
- Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task.
- The work is disorganised and unclear and the standard of presentation, including referencing where appropriate, is poor.
- The work has been approached and/or executed/performed in a poor way
- Insufficient evidence of analysis, synthesis, evaluation and critical appraisal.
- Little evidence of initiative, personal responsibility, decision-making and achievement.

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