Manual of Policies and Procedures

2020-2021

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BPP UNIVERSITY

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Manual of Policies and Procedures

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Introduction and Contacts

This Manual of Policies and Procedures has been developed in support of the General Academic Regulations (GARs) and takes its authority from them. For the purposes of interpretation of these policies and procedures, the General Academic Regulations (Version 13.0) shall take precedence unless the Academic Council has authorised a specific derogation (GARs, Introduction). Such derogations are set out in the GARs, Schedule F.

This Manual is a living document and may be amended with the approval of the Education and Standards Committee subject to it remaining within the scope of the GARs. Readers are encouraged to make suggestions for improvements to the policies and procedures set out within the Manual to assist the University in operating effectively and efficiently.

Should you have any queries related to a specific procedure, please contact:

Academic Quality
(AcademicQuality@bpp.com)

Part B: Awards

Introduction

This part sets out the policies and procedures of BPP University which are related to the title and awarding of qualifications.

Section 1: Rules

Authority

1. These rules are made in furtherance of the General Academic Regulations (GARs), Part B, Section 1, Paragraphs 6 to 10 and Part C, Paragraph 12. These procedures should be read in conjunction with the General Academic Regulations on Awards and Programmes of Study.

Principles

2. Titles of awards shall communicate the level of the awards consistent with the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies ("Qualifications Frameworks"), in force at the point of approval of the programme.

3. Titles of awards must be accurate and simple. The title must accord, as a description of programme content and outcomes, with the normal expectations of higher education bodies, relevant professional bodies, students and employers about the level of knowledge, understanding and skills to be expected from someone holding the award.

Title Forms

4. The form of an award title may differ depending on whether it is an honours degree, foundation degree, diploma or certificate and whether it is undergraduate, graduate or postgraduate. However, the common structure shall be the qualification title e.g. bachelor's degree (with or without honours), followed by the discipline e.g. BSc (Hons) Business Management.

5. Whether the title of a degree is designated as being in the Arts, Sciences or in another general field or in a specific discipline (such as the LLB) shall be determined and approved as part of the validation and approval of the relevant programme of studies.

6. Undergraduate and graduate certificates, diplomas and degree exit awards may include the following subject areas in the title, in brackets, as determined by the validating University Approval Panel:

   (a) (Business Studies); or,

   (b) (Health Studies); or,

   (c) (Legal Studies) or,

   (d) (Legal Practice); or,

   (e) (Data Studies); or

(f) (Accounting and Finance).

7. The titles of a postgraduate diploma or master's degree may, where this is approved as part of the validation and approval of the programme, include the designation of a specialist area in parenthesis provided the proposed specialist area is germane to the discipline and complements the programme's learning outcomes e.g. Master of Business Administration (Marketing) or Master of Laws (Commercial Law).

Combination Degrees

8. A joint honours degree shall state both discipline areas conjoined by "and", e.g. BSc (Hons) Accounting and Finance.

9. A bachelor's degree with a major and minor combination shall state both discipline areas with the major leading and the minor following conjoined by "with", e.g. LLB (Hons) Law with Psychology.

Foundation Degrees

10. Foundation degrees shall be prefixed by the title Foundation Degree and suffixed by the discipline e.g. Foundation Degree in Business Studies.

Graduate and Postgraduate Certificates and Diplomas

11. The title of a certificate or diploma prefixed by postgraduate may be employed where the programme is validated and approved as being at Level 7 (Masters). The title of a diploma or certificate prefixed by graduate may be employed where the programme is validated and approved as being at Level 6 (Honours).

Undergraduate Certificates and Diplomas

12. All undergraduate certificates and diplomas shall be designated certificate or diploma, without prefix. There shall be two types of certificate and diploma at this level: a Certificate or Diploma in Higher Education, to which shall be appended in parenthesis a relevant, broad field of study from those set out at Schedule B of the GARs, and a certificate or diploma in a named discipline.

13. The titles of certificate and diploma in higher education apply to an award where a student successfully completes the first 120 or 240 credits, as appropriate but terminates the programme of study before becoming eligible for a further award.

14. The title of certificate or diploma in a named subject discipline may be authorised for a programme of study which is specifically designed and approved as leading to an award so titled.

Professional and Statutory Body Award Titles

15. All awards accredited by professional and statutory bodies shall carry the titles designated by those bodies. Where no title is prescribed the form of the title shall follow the rules set out above.

Section 2: Appointment of Honorary Fellows, Visiting Fellows and Visiting Professors

Background

1. BPP University has a tradition of building relationships with external advisors who have demonstrated outstanding academic learning and/or professional expertise. From time to time BPP University may wish to formalise the relationship between itself and such external advisors to recognise their contribution to its teaching programmes and professional and research activities by conferring visiting status with one of the following titles:

   (a) Honorary Fellow;

   (b) Visiting Fellow;

   (c) Visiting Professor.

Authority

2. Honorary and Visiting Fellowship status may be conferred by the Academic Council on the recommendation of the Vice-Chancellor.

3. Visiting Professor status may be conferred by the dean of school but must be reported to the Academic Council at the earliest opportunity.

Process: Honorary and Visiting Fellowships

4. The Vice-Chancellor's recommendation shall be in writing and must outline how the nominee meets the criteria set out under Paragraph 11 below. In addition, for Visiting Fellows, the recommendation shall outline the ongoing or envisaged contribution that the nominee is making or will make to the teaching, programmes, professional activities or research of BPP University.

5. The recommendation shall be accompanied by the nominee's detailed CV and two references providing evidence of their academic or professional expertise.

6. Following initial approval by the Academic Council, the nominee will be invited to attend a meeting at which shall be present, at least, a member of the Academic Council, the relevant dean of school, and a senior academic or academic related officer. The purpose of this meeting is:

   (a) to ask any questions about the nominee's academic or professional background;

   (b) to explain to the nominee BPP University's vision and strategy in the relevant area;

   (c) to discuss and agree the nominee's intended remit (where appropriate).

7. Once approved, the appointment will be confirmed by the Vice-Chancellor by letter to the nominee.

8. The process outlined above may be modified and/or waived at the discretion of the Academic Council (e.g. where the nominee is already well known to BPP University).

Process: Visiting Professor

9. The Dean of School must inform the Secretary to the Academic Council of the appointment of a Visiting Professor to their School, and provide the Secretary with the CV of the appointee. The Secretary shall inform the Vice-Chancellor and report the appointment to the Academic Council.

10. The Dean of School must write to the appointee confirming the appointment and the terms and conditions associated with it.

Criteria

11. The decision to confer Honorary Fellowship, Visiting Fellowship or Visiting Professor status will be based on the following criteria:

    (1) The title of Honorary Fellow shall be reserved to appointees who have made (through their eminent status and standing in their field) a significant contribution to the development of BPP University and its reputation. It may be awarded to appointees from any field of professional practice or academia.

    (2) The title Visiting Fellow shall be reserved to appointees who are drawn from the professions, business, industry, commerce or the public sector and who do not have academic status;

    (3) The title Visiting Professor shall be reserved to appointees who hold appropriate academic status.

12. In addition, nominees shall be expected to have:

    (i) substantial academic and/or professional expertise in the relevant area or discipline at a national or international level;

    (ii) significant experience at a senior level (either on an employed or consultancy basis) in professional practice, professional service firms, business, industry, academic institutions, or the public sector;

    (iii) such experience in teaching, learning, development and research as deemed by the Board (or nominated sub-committee) necessary to enable the external advisors to undertake successfully the remit envisaged (having regard to the corresponding criteria for the internal teaching grades);

    (iv) the ability, availability (without any commercial conflict in relation to other activities) and willingness to make a significant contribution to BPP University's teaching programmes and/or professional or research activities; and

    (v) a commitment to quality in all academic and professional endeavours.

Duration

13. Visiting Fellow, and Visiting Professor status will normally be conferred for a period of three years, reviewed annually, which may be renewed upon expiry subject to confirmation by the Academic Council upon the recommendation of the Vice-Chancellor in the case of Visiting Fellows and by the dean of school in the case of Visiting Professors.

14. Honorary Fellow status will normally be conferred for life.

Part C: Programmes of Study

Section 1: Approval of a New University Centre for the Delivery of Degrees and Other Programmes of Study

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part C, Paragraph 1.

Purpose

2. To protect the integrity and reputation of its programmes and awards, any new major and permanent centre that the University intends to use for the delivery of degrees or other programmes must be approved by the Academic Council.

Definition

3. The term new major and permanent centre shall mean any building that is not currently designated as part of the University, including any building that is currently designated as part of BPP PLC or the Vanta Education Group but has not been designated as part of the University, and any significant remodelling or extension of an existing University centre. The interpretation of significant shall be determined by the Vice-Chancellor in consultation with the Chair of the Academic Council.

4. The term shall not apply to accommodation that is hired in the short term and over which the University has no power to adapt or refurbish the facilities, e.g. hotels. Such accommodation shall fall under the remit of the dean of school.

Principles

5. The following principles should be used to guide consideration of the approval of a new centre:

   (a) the proposal for a new centre should align with and be drawn from the Academic Development Plan;

   (b) the quality of the new centre must uphold the University's reputation for excellence in resource provision;

   (c) the needs of the programme, their target audiences and the staff delivering them must be the primary factors in determining the viability of the centre;

   (d) the safety of staff and students must be considered in determining the viability of the new centre.

Procedure

6. The Board of Directors shall determine the need to establish a new centre in the light of the Academic Development Plan and student demand, and shall inform the Academic Council of each proposal to establish a new centre.

7. The proposal from the Board of Directors to the Academic Council shall set out in broad terms:

   (a) the design and location of the centre and its resources;

   (b) how the proposal aligns with the Academic Development Plan;

   (c) the types of programme that shall be accommodated by the new centre;

   (d) the target audiences for those programmes;

   (e) the level of demand to be placed upon the centre;

   (f) how the accommodation and resource needs of those programmes shall be met;

   (g) where the centre is a pre-existing centre which shall not be wholly owned or utilised by the University, a statement of the terms under which the University shall have use of the centre.

8. The Academic Council shall either accept the Board of Directors proposal or refer it back to the Board of Directors with such queries or directions as the Academic Council sees fit.

9. Where the Academic Council accepts the proposal it shall be incorporated within the Academic Development Plan, together with the timescales for the commissioning of the new centre, and the contingency arrangements adopted should the timescale not be achieved.

Opening and Contingency Arrangements

10. The preparation of the centre for opening shall be the responsibility of the centre Managing Director (MD). Any delays in bringing the centre to its full specification shall be addressed by the centre MD who, with support from the Head of Facilities, shall take such steps as are necessary to ensure that the quality of the student experience is not materially affected. Any delays in meeting the specification previously approved, the effect on the student learning experience and the actions to be taken shall be reported to the Vice-Chancellor on an ongoing basis. The Vice-Chancellor shall then brief the Board of Directors and the Academic Council as necessary.

11. Where the opening of a centre has been affected either by a delay or an obstacle to meeting its full specification the centre MD shall submit a written report to the Academic Council setting out the issues, the action taken and how the student experience was protected.

Section 2: Use of 'Advanced' in an Award Title

1. These regulations derive from the GARs, Part B, Section 1/10.

2. The term 'Advanced' may only be used in relation to Certificate and Diploma awards.

3. Certificate and Diploma awards instituted by the University which are prefixed by the term 'Advanced' must conform to the following requirements:

   A An Advanced Diploma is an undergraduate award which:

   (1) comprises more than 240 credits of which no fewer than 60 are at level 6; and
   (2) no fewer than half the total credits are at levels 5 and 6; and
   (3) is accredited by a recognised professional or regulatory body, or which qualifies for substantial exemptions from professional body requirements; and
   (4) comprises fewer than 360 credits and/or does not satisfy all of the Qualifications Frameworks Honours degree descriptors.

   An Advanced Certificate is an undergraduate award which:

   (1) comprises no fewer than 120 credits of which no fewer than 60 are at level 6;
   (2) is accredited by a recognised professional or regulatory body, or which qualifies for substantial exemptions from professional body requirements.

   B An Advanced Graduate Diploma is a graduate award which:

   (1) comprises more than 120 credits at level 6;
   (2) is accredited by a recognised professional or regulatory body, or which qualifies for substantial exemptions from professional body requirements.

   An Advanced Graduate Certificate is a graduate award which:

   (1) comprises more than 60 credits at level 6;
   (2) is accredited by a recognised professional or regulatory body, or which qualifies for substantial exemptions from professional body requirements.

   C An Advanced Postgraduate Diploma is a postgraduate award which:

   (1) comprise more than 120 credits at level 7; and
   (2) is accredited by a recognised professional or regulatory body, or which qualifies for substantial exemptions from professional body requirements;
   (3) comprises fewer than 180 credits and/or does not satisfy the Qualifications Frameworks Master's degree descriptors.

   An Advanced Postgraduate Certificate is a postgraduate award which:

   (1) comprise more than 60 credits at level 7; and

(2) is accredited by a recognised professional or regulatory body, or which qualifies for substantial exemptions from professional body requirements.

Part D: Programme Approval

This part sets out the programme approval, review and withdrawal policies and procedures of the University.

High quality programme development, approval and efficient programme withdrawal are essential to the vitality of the University. It allows staff to make the best use of their knowledge, and broadens choice and opportunity for students and employers.

The QAA Quality Code for Higher Education expects that institutions have in place formal procedures for programme approval, review and withdrawal.

These policies and procedures are designed to assist colleagues involved in the approval, review and withdrawal of programmes. It will be of use to academic staff involved in the development or review of programmes, chairs of validation panels, programme directors considering the withdrawal of a programme and administrators responsible for overseeing the approval, review or withdrawal of programmes.

Section 1: Programme Development Policy

Vision

1. To create an innovative and flexible portfolio of high-quality short courses, programmes and degrees which respond rapidly to the needs of students, employers, and the professions.

Principles for Programme Development

2. It is vital to the standards and quality of provision at the University that each case for approving or re-approving a programme is thoroughly considered and evaluated.

3. The process of considering proposed programmes for inclusion in the University portfolio or re-approval of continuing programmes or modules must ensure that any programme or module that is finally approved meets the following criteria:

    (a) that it aligns to the University's Mission Statement, Strategic Plan and Academic Development Plan;

    (b) that it is educationally sound and will provide a learning opportunity which will give all students a fair and reasonable chance of achieving the academic standards required for successful completion;

    (c) that it is set at the standard appropriate to the level of the award;[1]

    (d) that it can be resourced effectively for the number of students and at the location proposed;

    (e) that it does not duplicate or otherwise undermine existing provision, unless it is proposed that it replaces that provision;

[1] For higher education awards these must accord with the Qualifications Frameworks; for professional awards it must accord with the level specified by a relevant professional body; otherwise the level of the awards must accord with the industry standards or another appropriate benchmark.

(f) that, where it is a replacement, the case for withdrawing the superseded programme is made on the appropriate form and confirmation provided on the safeguards for registered students;

(g) that it is guided by the Quality Assurance Agency's UK Quality Code for Higher Education. In particular, it is expected that programmes leading to an award of the University will be mapped to the Qualification Frameworks, the relevant Subject Benchmark Statement and the Apprenticeship Standard where a degree apprenticeship is being considered;

(h) that the programme approval process considers the potential impact on students with protected characteristics (Equality Act 2010) to ensure that final programme design, content and assessment methods are inclusive; unless it is deemed unreasonable to do so or this would contravene the standards imposed by regulatory bodies;

(i) that it takes into account relevant external reference points including, where appropriate, the requirements of relevant professional and statutory bodies, information from employers and careers associations, and the views of students.

4. Each new and continuing programme leading to an award of the University must stimulate an enquiring and creative approach, and promote independent judgement and critical self-awareness. It should enhance potential contributions to the professions and society, and encourage continuing professional career development. A programme of study must promote an organised progression in the demands on those following the programme, include a balance between academic, professional and personal development and be characterised by overall coherence and intellectual integrity.

Collaborative Developments

5. The procedures set out in this handbook also apply to programmes developed in collaboration with partner institutions, associations and in response to the needs of professional bodies.

Section 2: Programme Approval Procedures (including Re-approval)

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part D, Paragraphs 7(a) and 7(b). These procedures should be read in conjunction with the General Academic Regulations on Programme Approval.

Introduction

2. Each new programme[2] must be approved before it can register students and commence. A proposed programme may be advertised as subject to approval once it has been recommended by the SRB to proceed to UAP. All programmes are subject to re-approval.

3. In summary, the programme approval procedure comprises six stages:

   (a) Stage 1: Preliminary Review by the Vice-Chancellor

   (b) Stage 2: Board of Directors', or nominee, Approval of the Business Case

   (c) Stage 3: School Review

   (d) Stage 4: University Approval [3]

   (e) Stage 5: Approval by Academic Council.

   (f) Stage 6: Consideration by the Board of Directors.

   (g) Stage 7: Administrative Set Up

4. The approval and re-approval procedures are not linked to a specific committee cycle.

Stage One: Preliminary Review by the Vice-Chancellor

5. The purpose of the stage one process is to act as a preliminary filter to establish that the idea for a new programme - or the re-approval and thus continuation of an existing programme - is financially viable, fits into the Mission Statement, the Academic Development Plan and the Strategic Plan of the University and that it is worthy of the University resourcing the further development or re-development of the proposal.

6. The proposer of the application should seek a meeting with the Vice-Chancellor or nominee[4] setting out:

   (a) what the programme would be;

[2] A programme may be a wholly new course of study e.g. an MBA; a new pathway through an existing course of study e.g. clinic-based BPTC; a new method of delivering an existing course e.g. a part-time mode. With regard to collaborative provision leading to an award of BPP University, these procedures should be read in conjunction with Part M, Collaborative Provision of the GARs and MoPPs. A separate process is used to approve new single modules.
[3] This may be a combined event with external bodies where required, or an internal event where the external event is to be separate.
[4] The Vice-Chancellor may delegate this power to a nominee including to the dean of the relevant school or other senior academic.

(b) who would deliver it;

(c) in which University centre or centres it would be delivered;

(d) whether it overlaps with, replaces or continues existing provision; and

(e) how it meets the aspirations expressed in the Mission Statement, the Academic Development Plan and the Strategic Plan.

7. If the Vice-Chancellor, or nominee, considers there is a case for pursuing the proposal, the relevant dean of school will establish a Programme Development Team (PDT). The PDT will comprise a programme development team leader and such other members as the dean of school shall determine. The PDT will be responsible for completing all the required programme approval documentation and processes.

8. If the Vice-Chancellor, or nominee, does not consider the case made warrants the University proceeding he will either reject the proposal or refer it back for further consideration.

Stage Two: Board of Directors', or nominee, Approval of the Business Case

9. At an early stage in the development of the proposal and in advance of the School Review Board (SRB), the dean of school must present the business case for the proposal to the Board of Directors, or nominee, for approval.

Stage Three: Submission for School Review

10. The dean of the relevant school is responsible for monitoring the development of the proposal, assessing its viability and ensuring that the business case and risk receive continuing attention throughout the development of the proposal.

11. The PDT must research and draft the proposal and present it to a School Review Board, to be constituted for the purpose, comprising the Dean of School, the Dean of Academic Quality, or nominee, an appropriate internal from a different school, where necessary, external subject and resource experts. A member of the Learning and Teaching Team will be invited but their attendance is not compulsory. Sufficient copies of the papers for the School Review Board (one for each member and one for the record) must be provided to the Dean of Academic Quality seven working days in advance of the date of the SRB.

12. Where a degree or integrated degree apprenticeship programme is considered, the School Review Board will be a joint review board comprising of additional apprenticeship oversight and documentation.

13. The proposal consists of three documents:

a) the Programme Proposal Form (PPF) and its appendices;
b) a draft Programme Handbook, which shall include the items set out in the Programme Handbook Template;
c) external reviewer's report (for the programme and modules).

(a) The PPF shall provide an analysis of the background to and rationale for the programme and the resources allocated to it (including staff CVs). It

should be prepared specifically to facilitate programme approval and should take into account that members of the validation panel will include persons unfamiliar with the University and with the background to the proposal. The completed PPF must be self-critical and analytical;

(b) The draft Programme Handbook will provide definitive information on the content, structure, delivery, assessment and regulation of the programme, and its modules, which shall include schemes of work for the latter setting out the student experience;

(c) The External Review Report shall be an in-depth review of the programme by an appropriate external expert, approved by the Dean of Academic Quality, which will inform the deans of school in their decision to progress the application. It shall accompany the application throughout the approval process.

14. If the programme receives final approval (Stage 6 Approval), the draft Programme Handbook will cease to be draft and will become the authoritative record of the programme. Up-to-date electronic versions of the PPF and template Programme Handbook are available from the Dean of Academic Quality.

15. If seeking programme re-approval the PDT must submit the following additional documents:

(a) A narrative account of the development of the programme;

(b) A record of the amendments made to it since the programme was previously approved;

(c) A critical audit and review report on the existing offering, which addresses student and external examiner feedback;

(d) The APMRs for the previous two years.

16. Where a degree or integrated degree apprenticeship programme is being considered, the PDT must submit the following additional documents:

(a) Job Role Analysis
(b) Apprenticeship Learning Plan
(c) Factsheet
(d) Prior Learning Matrix
(e) Apprenticeship Standard
(f) Apprenticeship Assessment Plan

17. In addition, the PDT should consult with relevant stakeholders (alumni, current students, employers and professional associations) about the proposed new or continuing programme, and evidence of this consultation should be included in the subsequent documentation for programme approval.

18. The School Review Board, in considering a programme proposed for initial approval or for re-approval, must consider the following issues:

(a) Whether the PPF presents sound reasons for the approval of a new programme, or the re-approval of an existing programme, and includes all supporting information that is required;

(b) Whether the draft Programme Handbook meets the requirements established by the University;

(c) Whether the programme design has taken into account relevant University policies, such as the Strategic and Academic Development Plans and the strategic guiding principles relating to quality of the student experience, employer and practice informed, professionals teaching professionals, utilising innovative approaches and abiding by ethical principles;

(d) Whether the standards and the quality of the programme are appropriate for the level of qualification;

(e) The viability of the programme in terms of market and likely numbers of recruits, and whether the design of the programme is sufficient to maximise the revenue potential (including minimisation of revenue cannibalisation);

(f) The resources required (including teaching staff, support staff, IT, library and module specific resources);

(g) Whether the proposed programme makes adequate use of appropriate learning resources that are available and accessible (e.g. e-learning tools etc.);

(h) The staff development issues arising from the development of the programme and how these will be addressed;

(i) The title proposed and its consistency with the University's policy;

(j) The place of the programme in the portfolio of programmes in the School(s) involved.

19. The Dean, following the School Review Board, may determine any methods for ensuring that the programme is appropriate for submission to Stage 4, including the formation of a Review Board, external advice, and working with specific members of the faculty.

20. Following the School Review Board, the Dean of Academic Quality shall make a full written report to the Education and Standards Committee recommending that the application:

(a) Proceed to Stage 4 without modification; or,

(b) Proceed to Stage 4 subject to minor modifications, which must be effected, approved by the dean of school, and presented in revised documentation prior to submission to the UAP; or,

(c) Refer the proposal back to the PDT for further work prior to re-submission to the SRB; or,

(d) Reject the Proposal: where important reservations about whether the programme complies with the criteria stated for the approval of programmes recommend that the proposal should be rejected. In which case, the proposal will be returned with written reasons to the Board of Directors of the University.

Advertising Programmes

A programme may be advertised in outline and with the term 'subject to validation' appended to it once it has been recommended by the School Review Board to progress to Stage 4 of the University approval process. For promotion of collaborative provision, please refer to Part M, Section 1. Stage Four: University Approval

21. On the recommendation of the Education and Standards Committee, the Dean of Academic Quality will establish a University Approval Panel (UAP)[5] to consider the proposal.

22. The UAP shall comprise of at least:

(a) One member of the Academic Council or senior academic appointed by the Vice-Chancellor;

(b) One external member with relevant academic or specialist experience appointed by the Vice-Chancellor;

(c) One senior member of a School not directly involved in the proposal;

(d) One member representative of a professional body, or employer association or, where relevant to the programme and in the absence of a professional body, a second external member with relevant academic or specialist experience, appointed by the Vice-Chancellor;

(e) Wherever possible, a student and/or alumnus/a.

23. The UAP shall be chaired by a member of the Academic Council[6] appointed by the Vice-Chancellor or, if the Vice-Chancellor decides in their discretion that there is no eligible member of the Academic Council available, chaired by an independent expert in the cognate area of the proposed programme with experience of quality assurance appointed by the Vice-Chancellor. Sufficient copies of the papers for the University Approval Panel (one for each member and one for the record) must be provided to the Dean of Academic Quality ten working days in advance of the date of the UAP.

24. The UAP has the responsibility of making a recommendation on whether or not a proposal should proceed. Documentation provided must include the PPF, draft Programme Handbook (as amended at earlier stages in the process), the external reviewers report, the report of the SRB and any directions or conclusions relating to the application contained in the minutes of the Education and Standards Committee.

[5] Where appropriate the UAP may act as a joint validation panel with the relevant authorising body.
[6] As a matter of convention the Chair shall, wherever possible, be an independent member of the Academic Council

25. If seeking programme re-approval the PDT must submit the following additional documents:

    (a) A narrative account of the development of the programme;

    (b) a record of the amendments made to it since the programme was previously approved;

    (c) a critical audit and review report on the existing offering, which addresses student and external examiner feedback;

    (d) The APMRs for the previous two years.

26. Where a degree or integrated degree apprenticeship programme is being considered, the PDT must submit the following additional documents:

    (a) Job Role Analysis
    (b) Apprenticeship Learning Plan
    (c) Factsheet
    (d) Prior Learning Matrix
    (e) Apprenticeship Standard
    (f) Apprenticeship Assessment Plan

27. The UAP will meet with the Programme Development Team and with the Dean of the School. Where the UAP is considering whether a programme be re-approved it will additionally meet with students on the existing programme.

28. The UAP will give careful consideration to the physical resources supporting the programme and this may include an inspection of the premises.

29. In determining what recommendation to make on a programme proposed for validation, the UAP must have regard to the academic standards and the quality of the learning opportunities and to this end evaluate:

    (a) the relevance, currency and validity of the programme in the light of developing knowledge in the designated field;

    (b) the validity and relevance of the programme aims and intended learning outcomes;

    (c) the design principles underpinning the programme (and of each mode of delivery) submitted for approval;

    (d) the attention given to progression, balance, choice, coherence, and integrity, in the design of the programme;

    (e) the definition and appropriateness of the academic standards associated with the levels of each proposed exit award;

    (f) the means by which intended learning outcomes are communicated to students;

    (g) whether the programme design has taken into account relevant University policies, the Strategic and Academic Development Plans and the strategic guiding principles of relating to quality of the student experience,

employer and practice informed, professionals teaching professionals, utilising innovative approaches and abiding by ethical principles;

(h) the validity and soundness of the assessment methodology, and its relationship to the learning outcomes and the standards specified;

(i) the effectiveness of the resources to support the students learning;

(j) the quality indicated in the teaching staff and how research, scholarship or professional activity inform teaching;

(k) whether the programme provides students with a fair and reasonable chance of achieving the academic standards required for successful completion;

(l) the appropriateness of the title of each award.

30. Where a programme proposed for validation is a successor to a previous programme, the UAP must, additionally, give careful regard to the experience in delivering, monitoring and developing the previous programme during the period of its approval with particular reference to:

(a) evidence on the academic standards of the previously approved programme and component modules;

(b) whether and how students' learning opportunities were enhanced in response to feedback;

(c) steps taken to maintain the currency and validity of the previously approved programme and component modules; and,

(d) action taken to remedy any identified shortcomings on the previously approved programmes.

31. Following its consideration of the proposal and its meeting with the PDT, the UAP shall report to the Academic Council and recommend, either:

(a) Approval: recommend the programme be approved for delivery subject, in due course, to re-approval in accordance with established policy; or

(b) Approval for a Specified Period: recommend the programme be approved for a specified shorter period after which the continued presentation of the programme would depend on further approval; or

(c) Conditional Approval: recommend the programme be approved for the full term, or for a specified shorter period, conditional upon the fulfilment of certain requirements to the satisfaction of the UAP by a specified date; or

(d) Referral to School: recommend the programme be referred back to the relevant School for further development work to be undertaken by a specified date, at which point the programme would be eligible for re-submission to the UAP. At this further meeting, the UAP must decide whether to recommend approval, approval for a specified period, conditional approval, or non-approval; or

(e) Non-approval: where there are important reservations about whether the programme complies with the criteria stated for the approval of programmes, recommend the non-approval of the programme.

32. Where a programme is approved with conditions, the School must demonstrate the fulfilment of those conditions to the satisfaction of the Programme Approval Scrutiny Panel (PASP) prior to final approval by the Academic Council.

Stage Five: Academic Council

33. The Academic Council will receive and consider the report and recommendations of the UAP.

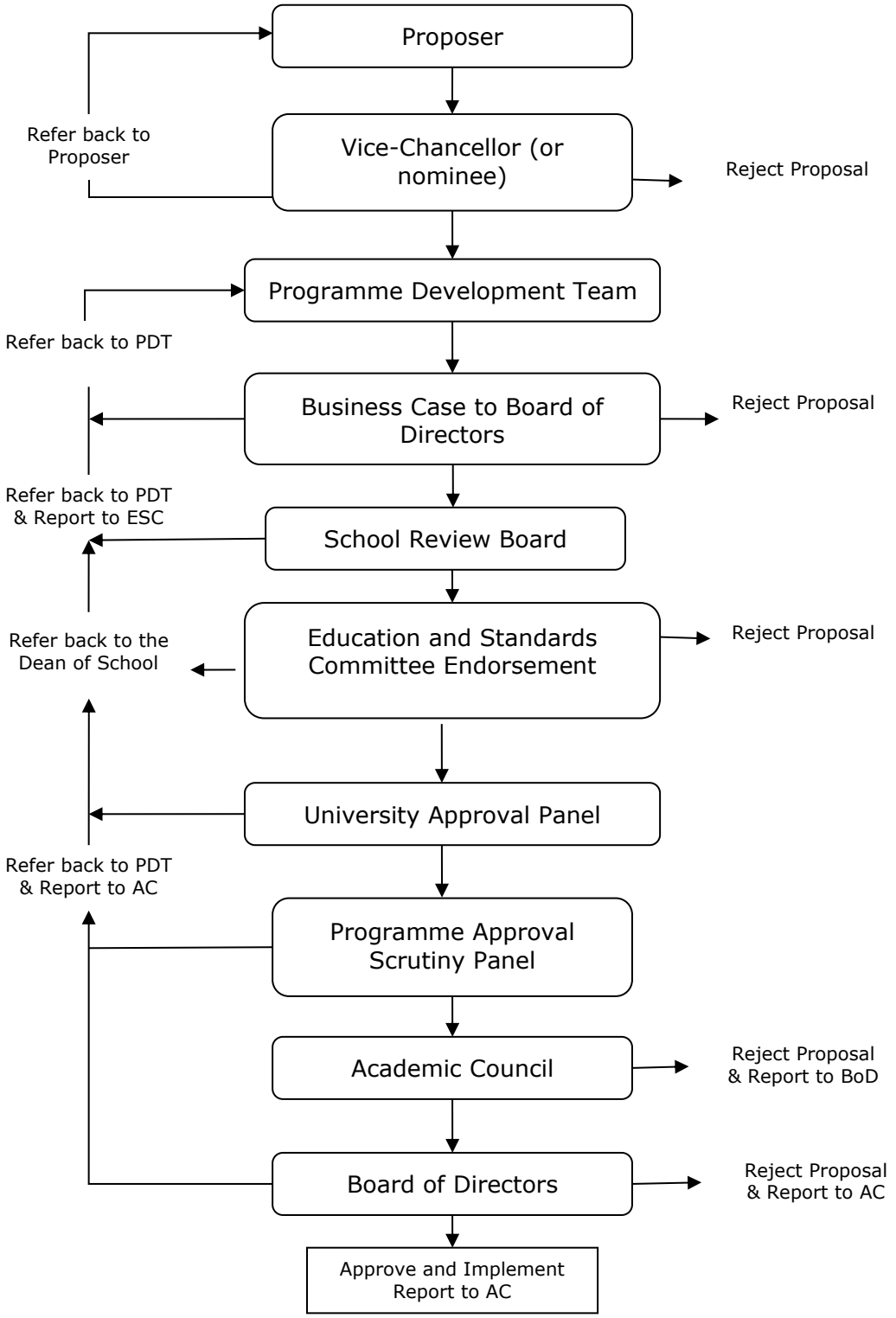
34. The Academic Council will reach a decision and make a recommendation to the Board of BPP University. In the event of the Academic Council concluding that the Education and Standards Committee be advised on the need for further attention to the proposed new or re-approved programme, the reasons for this conclusion are to be reported to the Board of Directors of BPP University.

Stage Six: Consideration by the Board of Directors

35. The Board of Directors will receive the advice or recommendation of the Academic Council and have available to it the report of the UAP.

36. The Board will reach a determination on the proposed new or re-approved programme having attended to the advice or recommendation of the Academic Council. Any determination that conflicts with the recommendation of the Academic Council will be reported to the Academic Council.

Programme Approval / Re-Approval Diagram



Section 3: Non-Award Course Approval Procedures (including Re-approval)

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part D, Paragraphs 7(c) and 7(d) These procedures should be read in conjunction with the General Academic Regulations on Programme Approval.

Introduction

2. Each new Non-Award Course must be approved before it can be offered to students. Apprenticeship programmes which do not confer University credit should refer to the Apprenticeship Regulations for details of the approval process.

3. The Non-Award Course approval procedures comprises three stages:

   (a) Stage 1: Preliminary Review

   (b) Stage 2: Non-Award Course Approval

   (c) Stage 3: Approval by Education and Standards Committee.

Stage One: Preliminary Review by the Dean

4. The purpose of stage one of the process is to act as a preliminary filter to establish that the idea for a new Non-Award Course - or the re-approval and thus continuation of an existing Non-Award Course - is financially viable, fits into the Mission Statement, the Academic Development Plan and the Strategic Plan of the University and that it is worthy of the University resourcing the further development or redevelopment of the proposal.

5. The proposer of the application should seek a meeting with the Dean of the relevant school or nominee[7] setting out:

   (a) what the Non-Award Course would be;

   (b) who would deliver it;

   (c) in which of the University centres it would be delivered;

   (d) whether it overlaps with, replaces or continues existing provision; and

   (e) how it meets the aspirations expressed in the Mission Statement, the Academic Development Plan and the Strategic Plan of the University.

6. If the Dean, or nominee, considers there is a case for pursuing the proposal, or an agreed version of it, they will authorise its marketing. From marketing, should demand for the Non-Award Course prove sufficient, the dean will further authorise the design and development of the programme, together with the provision of any resources to aid that development that they may see fit.

[7] The Deans may delegate this power to a nominee including heads of programme or other senior academics.

7. The Dean will monitor the development of the proposal, assess its viability and ensure that the business case and risk management receive continuing attention within the development of the proposal. The Dean will jointly report on the progress of the proposal to the Board of Directors and the Education and Standards Committee.

8. If the Dean, or nominee, does not consider the case made warrants the University proceeding, the Vice-Chancellor will either reject the proposal or refer it back for further consideration.

9. The deans will report all proposals and the decision in relation to each of them to the Education and Standards Committee at the earliest opportunity.

Stage Two: University Approval

10. On the recommendation of the relevant school, the Education and Standards Committee will establish a Non-Award Course Approval Panel (NACAP) to consider the proposal.

11. The Proposer (or nominee of the dean) must research and draft the proposal and forward the proposal to the Dean of Academic Quality for submission to the Non-Award Course Approval Panel (NACAP).

12. The proposal consists of two documents: the Non-Award Course Proposal Form (NACPF) and a draft Non-Award Course Handbook. The NACPF provides an analysis of the background to and rationale for the Non-Award Course. It should be prepared specifically to facilitate Non-Award Course approval and should take into account that members of the validation panel may include persons unfamiliar with the University and with the background to the proposal. The completed NACPF must be self-critical and analytical. The draft Non-Award Course Handbook will provide definitive information on the content, structure, delivery, assessment and regulation of the Non-Award Course.

13. In developing the proposal, the proposer must take into account relevant external reference points, consult with relevant stakeholders about the proposed new or continuing Non-Award Course and evidence of this consultation should be included in the subsequent documentation for Non-Award Course approval.

14. If the Non-Award Course receives final approval (Stage 3 Approval), the draft Non-Award Course Handbook will cease to be a draft and will become the authoritative record of the Non-Award Course. The template NACPF and draft Non-Award Course Handbook are approved by the Academic Council and up-to-date electronic versions are available from the Dean of Academic Quality.

15. If seeking Non-Award Course re-approval the PDT must submit the following additional documents:

    (a) A narrative account of the development of the programme;

    (b) a record of the amendments made to the Non-Award Course Handbook since the Non-Award Course was previously approved;

    (c) a critical audit and review report on the existing offering.

16. The NACAP shall comprise of at least:

(a) One member of the Education and Standards Committee or senior academic appointed by the Vice-Chancellor;

(b) The Dean of Academic Quality (or nominee);

(c) One external member with relevant academic or specialist experience;

(d) One senior member of a School not directly involved in the proposal;

17. The NACAP shall be chaired by a member of the Education and Standards Committee appointed by the Vice-Chancellor or, if the Vice-Chancellor decides in their discretion that there is no eligible member of the Education and Standards Committee available, chaired by an independent expert in the cognate area of the proposed non-award course with experience of quality assurance appointed by the Vice-Chancellor.

18. The NACAP will meet with the Non-Award Course Development Team and with the Dean of the School.

19. In determining what recommendation to make on a Non-Award Course proposed for validation, the NACAP must have regard to the academic standards and the quality of the learning opportunities and to this end evaluate:

(a) The title proposed and its consistency with the University's policy;

(b) Whether the NACPF presents sound reasons for the approval of a new Non-Award Course, or the re-approval of an existing Non-Award Course, and includes all supporting information that is required;

(c) Whether the standards and the quality of the Non-Award Course are appropriate for the level of course;

(d) The resources required (including teaching staff, support staff, IT, library and course-specific resources);

(e) Whether the proposed Non-Award Course makes adequate use of appropriate learning resources that are available and accessible (e.g. e-learning tools etc.);

(f) The staff development issues arising from the development of the Non-Award Course and how these will be addressed;

(g) The place of the Non-Award Course in the portfolio of Non-Award Courses in the School(s) involved;

(h) the relevance, currency and validity of the Non-Award Course in the light of developing knowledge in the designated field;

(i) the validity and relevance of the Non-Award Course aims and learning outcomes;

(j) the design principles underpinning the Non-Award Course (and of each mode of delivery) submitted for approval;

(k) the validity and soundness of the assessment methodology, and its relationship to the learning outcomes and the standards specified;

(l) the effectiveness of the resources to support the students' learning;

(m) the quality indicated in the teaching staff and how research, scholarship or professional activity inform teaching;

(n) whether the Non-Award Course provides students with a fair and reasonable chance of achieving the academic standards required for successful completion.

20. Where a Non-Award Course proposed for approval is a successor to a previous Non-Award Course, the NACAP must, additionally, give careful regard to the experience in delivering, monitoring and developing the previous Non-Award Course during the period of its approval with particular reference to:

(a) evidence on the standards of the previously approved Non-Award Course;

(b) whether and how students' learning opportunities were enhanced in response to feedback;

(c) steps taken to maintain the currency and validity of the previously approved Non-Award Course; and,

(d) action taken to remedy any identified shortcomings on the previously approved Non-Award Courses.

21. Following its consideration of the proposal the NACAP shall report to the Education and Standards Committee and recommend:

(a) Approval: recommend the Non-Award Course be approved for delivery subject, in due course, to re-approval in accordance with established policy;

(b) Approval for a Specified Period: recommend the Non-Award Course be approved for a specified shorter period after which the continued presentation of the Non-Award Course would depend on further approval;

(c) Conditional Approval: recommend the Non-Award Course be approved for the full term, or for a specified shorter period, conditional upon the fulfilment of certain requirements to the satisfaction of the NACAP by a specified date;

(d) Referral to School: recommend a Non-Award Course be referred back to the relevant School for further development work to be undertaken by a specified date, at which point the Non-Award Course would be eligible for re-submission to the NACAP. At this further meeting, the NACAP must decide whether to recommend approval, approval for a specified period, conditional approval, or non-approval;

(e) Non-approval: where there are important reservations about whether the Non-Award Course complies with the criteria stated for the approval of Non-Award Courses, recommend the non-approval of the Non-Award Course.

Stage Three: Approval by Education and Standards Committee

22. The Education and Standards Committee may accept the Panel's recommendation or ask that it be reconsidered in relation to specific aspects.

23. The Education and Standards Committee's outcome will be reported to the Academic Council and the Board of Directors.

Section 4: Module Approval Procedures

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part D, Paragraph 7(e). These procedures should be read in conjunction with the General Academic Regulations on Programme Approval.

Introduction

2. Each new module must be approved before it can be included within a programme or offered to students.

3. Usually new modules will be devised as part of a programme and will be considered for approval under the Programme Approval and Re-Approval Regulations.

4. Where a module is devised separately from the programme(s) in which it is intended to be included, it must be approved through the procedure set out below.

5. Modules are the building blocks of programmes and the quality and reputation of programmes relies upon the quality and standard of the modules which comprise them.

6. The module approval procedure comprises three stages:

   (a) Stage 1: Preliminary Proposal

   (b) Stage 2: Module Approval

   (c) Stage 3: Approval by Education and Standards Committee.

Stage One: Preliminary Review by the Dean

7. The purpose of stage one of the process is to act as a preliminary filter to establish that the idea for a module - or the re-approval and thus the continuation of an existing module - is financially viable, fits into the Mission Statement, the Academic Development Plan and the Strategic Plan of the School and that it is worthy of the University resourcing the further development or re-development of the proposal.

8. The proposer of the application should seek a meeting with the Dean or nominee[8] and the relevant programme director setting out:

   (a) reasons for the development of the module;

   (b) its subject matter;

   (c) the programmes in which it is intended to be offered;

   (d) who would deliver it;

[8] The Deans may delegate this power to a nominee including heads of programme or other senior academics.

(e) the University centres in which it would be delivered;

(f) whether it overlaps with, replaces or continues existing provision;

(g) consideration of the potential impact on students with protected characteristics (Equality Act 2010).

9. If the Dean, or nominee, considers there is a case for pursuing the proposal, or an agreed version of it, they will authorise its internal marketing to current students. From marketing, should demand for the module prove sufficient the Dean will further authorise the design and development, together with the provision of any resources to aid that development, that they may see fit.

10. The Dean will monitor the development of the proposal, assess its viability and ensure that the business case and risk management receive continuing attention within the development of the proposal. The Dean will jointly report on the progress of the proposal to the Board of Directors and the Education and Standards Committee.

11. If the Dean, or nominee, does not consider the case made warrants the University proceeding, the Dean will either reject the proposal or refer it back for further consideration.

12. The Dean will report all proposals and the decision in relation to each of them to the Education and Standards Committee at the earliest opportunity.

Stage Two: Module Approval

13. On the recommendation of the relevant school, the Education and Standards Committee will establish a Module Approval Panel (MAP) to consider the proposal.

14. The Proposer (or nominee of the dean) must research and draft the proposal and forward the proposal to the Dean of Academic Quality for submission to the Module Approval Panel (MAP).

15. The proposal consists of the following documents: the Module Proposal Form (MPF), the relevant Programme Handbook(s) for all programmes in which the module will be offered, and a report from an independent external assessor of standing in the relevant subject whose appointment has been approved by the dean of the school. The assessor must report on the curriculum and whether its treatment is appropriate, up-to-date and balanced.

16. In addition, if the module replaces existing modules within a programme the appropriate module withdrawal forms must also be submitted to the MAP.

17. The MPF provides an analysis of the background to and rationale for the module. It should be prepared specifically to facilitate module approval and should take into account that members of the validation panel may include persons unfamiliar with the University and with the background to the proposal. The completed MPF must be self-critical and analytical. The draft MPF will provide definitive information on the content, structure, delivery, assessment and regulation of the module.

18. In developing the proposal, the proposer must take into account relevant internal and external reference points, consult with relevant stakeholders about the proposed new or continuing module and evidence of this consultation should be included in the subsequent documentation for module approval.

19. If the module receives final approval (Stage 3 Approval), the MPF will cease to be a draft and will be incorporated into the programme handbook(s) as the authoritative record of the module. The MPF is set out in Repository of Forms and Guidance (up-to-date electronic versions are available from the Dean of Academic Quality).

20. The MAP shall comprise at least:

    (a) one member of the Education and Standards Committee or senior academic appointed by the Vice-Chancellor;

    (b) the Dean of Academic Quality (or nominee);

    (c) one external member with relevant academic or specialist experience;

    (d) one senior member of a School not directly involved in the proposal;

21. The MAP shall be chaired by a member of the Education and Standards Committee appointed by the Vice-Chancellor or, if the Vice-Chancellor decides in their discretion that there is no eligible member of the Education and Standards Committee available, chaired by an independent expert in the cognate area of the proposed module with experience of quality assurance appointed by the Vice-Chancellor.

22. The MAP will meet with the Module Development Team and with the directors of programme for all programmes to which the module relates.

23. In determining what recommendation to make on a module proposed for validation, the MAP must have regard to the academic standards and the quality of the learning opportunities and to this end evaluate:

    (a) the title proposed and its consistency with the University's policy;

    (b) whether the MPF presents sound reasons for the approval of a new module and includes all supporting information that is required;

    (c) whether the standards and the quality of the module are appropriate for the level of course;

    (d) the resources required (including teaching staff, support staff, IT, library and module-specific resources);

    (e) whether the proposed module makes adequate use of appropriate learning resources that are available and accessible (e.g. e-learning tools etc.);

    (f) the staff development issues arising from the development of the module and how these will be addressed;

(g) the place of the module in the portfolio of modules in the programme(s) involved;

(h) the relevance, currency and validity of the module in the light of developing knowledge in the designated field;

(i) the validity and relevance of the module aims and learning outcomes;

(j) the design principles underpinning the module (and of each mode of delivery) submitted for approval;

(k) the validity and soundness of the assessment methodology, and its relationship to the learning outcomes and the standards specified;

(l) the effectiveness of the resources to support the student's learning;

(m) the quality indicated in the teaching staff and how research, scholarship or professional activity inform teaching;

(n) whether the module provides students with a fair and reasonable chance of achieving the academic standards required for successful completion;

(o) whether the module design has taken into account relevant University policies, such as the Strategic and Academic Development Plans and the strategic guiding principles relating to quality of the student experience, employer and practice informed, professionals teaching professionals, utilising innovative approaches and abiding by ethical principles;

24. Where a module proposed for validation is a successor to a previous module, the MAP must, additionally, give careful regard to the previous module during the period of its approval with particular reference to:

(a) the case for withdrawing the superseded module made on the appropriate form and confirmation provided on the safeguards for registered students, including protect the expectations of students, satisfy the University's contractual obligations to students and to partner bodies, and, ensure that the change takes account of any implications for associated areas of provision;

(b) evidence on the standards of the previously approved module;

(c) whether and how students' learning opportunities were enhanced in response to feedback;

(d) steps taken to maintain the currency and validity of the previously approved module; and,

(e) action taken to remedy any identified shortcomings on the previously approved module.

25. Following its consideration of the proposal the MAP shall report to the Education and Standards Committee and recommend:

(a) Approval: recommend the module be approved for delivery subject, in due course, to re-approval in accordance with established policy;

(b) Approval for a Specified Period: recommend the module be approved for a specified shorter period after which the continued presentation of the module would depend on further approval;

(c) Conditional Approval: recommend the module be approved for the full term, or for a specified shorter period, conditional upon the fulfilment of certain requirements to the satisfaction of the MAP by a specified date;

(d) Referral to School: recommend a module be referred back to the relevant School for further development work to be undertaken by a specified date, at which point the module would be eligible for re-submission to the MAP. At this further meeting, the MAP must decide whether to recommend approval, approval for a specified period, conditional approval, or non-approval;

(e) Non-approval: where there are important reservations about whether the module complies with the criteria stated for the approval of modules, recommend the non-approval of the module.

26. If the module proposes inclusion in separate programmes, the MAP should make individual recommendations to the ESC for each of the different programmes under consideration.

Stage Three: Approval by Education and Standards Committee

27. The Education and Standards Committee may accept the Panel's recommendation or ask that it be reconsidered in relation to specific aspects.

28. The Education and Standards Committee's decision will be reported to the Academic Council and the Board of Directors.

Section 5: Variants of and Modifications to Programmes and Modules

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part D, Paragraphs 7(f) and 7(g). These procedures should be read in conjunction with the General Academic Regulations on Programme Approval.

Introduction

2. These procedures apply to modifications to programmes and modules approved by the University and also to those programmes which the University is validated or accredited to deliver by an external awarding body.

3. Definitions:

   (a) variants to programmes and modules are defined as: changes to an existing programme or modules which do not affect the design or delivery of the parent programme or module but which offer the parent programme in a new mode or at a new location;

   (b) modifications to programmes and modules may be major or minor and are defined as changes that affect the design and delivery of the parent programme or module as originally approved.

4. The procedures have three objectives:

   (a) to distinguish between creating variants to existing programme and module and that of modifying existing programmes and modules; and

   (b) to encourage academic staff to take a continuous and evolutionary approach to programme development by facilitating a quick and simple way of deploying and delivering existing programmes in new locations and in new mode, and making changes to approved programmes and modules; and

   (c) to ensure that those changes receive due approval, are recorded, and are introduced appropriately.

5. The syllabus must be kept up-to-date and best practice must guide the development of programme and module delivery and assessment. At the same time it is important that change is properly managed to:

   (a) protect the expectations of students;

   (b) satisfy the University's contractual obligations to students and to partner bodies; and,

   (c) ensure that change takes account of any implications for associated areas of provision.

6. Consequently, the policy underlying these procedures aims to provide a light touch approach to minor changes to programmes, delegating authority to programme and subject level, while maintaining necessary control over variants and modifications that have major effects.

7. The procedure for making changes initiated by validating and accrediting bodies is set out in paragraph 26 below.

Notification and Approval of Variants

8. A proposed addition of a programme or module variant must be expressed by reference to the definitive programme document (DPD). Any such proposed change is subject to the prior approval of the Education and Standards Committee. The Committee must report approved changes to the Academic Council. In assessing the significance of any proposed change for the basis of programme validation and approval, full account must be taken of the cumulative effect of previous changes.

9. Where an existing programme or module is to be delivered in a new location the School must provide the Dean of Academic Quality with:

   (a) The business case for the deployment; and,

   (b) Predicted student numbers;

   (c) A statement of the resources that will support the delivery of the programme or module including accommodation (including space analysis) space analysis, general facilities, library, IT and learning facilities, academic and support staff.

10. Where an existing programme or module is to be offered in a new mode the School must provide the Dean of Academic Quality with:

   (a) The business case for the programme;

   (b) Predicted student numbers;

   (c) The pedagogical rationale for the delivery of the programme;

   (d) The typical student's learning experience including, contact hours, timetable and learning events, or schemes of work.

11. The Dean of Academic Quality shall determine whether a variant may be submitted to the Education and Standards Committee on the papers or whether a panel is required, and if so, whether that panel requires external representation.

Notification and Approval of Modifications

12. Maintaining the currency of a programme and component modules, and responding to monitoring, feedback and review will require changes to programmes and modules. The extent to which changes require notification, agreement and approval, and the requirements of such authorisation, depends on two main considerations:

   (a) the effects of the changes on:

      (i) other modules and programmes,
      (ii) students registered on those modules and programmes, and
      (iii) the University institutionally;

(b) whether the changes carry implications for quality and standards or in other ways affect the basis on which the validation and approval of the programme was made and whether they affect agreements, such as professional body accreditation or recognition, governing a programme or module;
(c) Students with protected characteristics (Equality Act 2010) to ensure that final programme design, content and assessment methods are inclusive.

13. Some changes may strengthen a module or programme without affecting other modules or programmes and without changing the basis for programme validation or approval. Information should be available on such changes but the changes do not require authorisation outside the module or programme, as the case may be. Other changes will have to be notified, agreed and authorised but the extent of the notification and form of agreement and/or authorisation will vary. A broad distinction here is drawn between changes with lesser effects and those with major effects. Processes of approval follow this distinction, although there are some variations in the information and approval of both lesser and major changes, depending on the nature of the effects.

14. It is not appropriate to seek to define precisely in which category changes fall. There has to be an exercise of informed judgement notably by module and programme leaders, Heads of Programmes and by relevant officers of the University.-

Changes to Modules without Effects beyond the Module

15. A change to an individual module content which involves no alteration to the module specification, does not conflict with a relevant prospectus entry, and carries no significant implication for other modules or for any programme of which the module is a part, or for external agreements covering the module, may be effected by a module leader without seeking authorisation beyond the module. However, any change must be reported to the programme leader for each programme of which that module is a component part. The change must be recorded in the annual monitoring report.

16. In assessing the impact of changes, the module leader must take account of the effect of adjustments on the balance of a programme in terms of, for example, the focus and weighting attributed to certain outcomes and the spread of assessments.

Changes to Modules and Programmes with Minor Effects

17. Any proposed change to a programme with minor effects on the University institutionally must also be subject to the prior approval of the Dean of Academic Quality (in consultation with students and external examiners, if required) and changes approved must be reported to the Education and Standards Committee. This should be recorded using the Minor Modifications Form. Such proposed changes will include:

a) module learning and teaching strategy;

b) module assessment changes (includes changes to type, weighting between two or more assessments and word count / duration), so long as the changes are in line with the MoPPs;

c) addition or removal of pre-requisites / co-requisites / post-requisite modules.

d) new programme cohort start dates.

18. A proposed change to a module which carries implications for another module or for one or more programmes must be notified by the relevant module leader, programme leader or Head of Programmes to those responsible for relevant modules or programmes affected. When assessing the effects of a proposed change to a module, care must be taken of the effects on other modules in the same programme, particularly where the module proposed for change is a pre- or co-requisite. The module leader should map the proposed changes to modules against the aims, learning outcomes and assessment strategies of each programme of which the module is a part.

19. The relevant programme leader or Head of Programmes must investigate and evaluate the effect of a proposed change to one programme on other programmes. Where a proposed change carries implications for other programmes, those responsible for the programmes affected must be notified about, and consulted on, the changes proposed.

20. A proposed change with effects for other modules or programmes requires appropriate agreement between the relevant parties. The module or programme leader or Head of Programmes, as appropriate, in giving notice of a proposed change must set the change in the context of any previous ones so that the cumulative effect of changes is made apparent. Such changes may include modifying module and programme specifications, or other parts of the definitive programme document, provided they do not constitute major changes as described below, and provided also that any adjustment of programme assessment, or change to module assessment, is reviewed against the impact on registered students and approved by the relevant board, or boards, of examiners.

21. The Dean of Academic Quality must review all minor modifications and, after consulting the relevant dean of school, may determine that a change notified requires further evaluation and approval under the procedure for changes with major effects. Where the Dean of Academic Quality determines a major modification, this will be reported to the Education and Standards Committee.

Changes to Modules and Programmes with Major Effects

22. A proposed change to a programme, and to modules within a programme, which could be interpreted as affecting the terms and basis on which the programme had been validated and approved, must be expressed by reference to the definitive programme document. Any such proposed change is subject to the prior approval of the Education and Standards Committee. The Committee must report approved changes to the Academic Council. In assessing the significance of any proposed change for the basis of programme validation and approval, full account must be taken of the cumulative effect of previous changes.

23. Any proposed change to a programme with major effects on the University institutionally must also be subject to the prior approval of the Education and Standards Committee and changes approved must be reported to the Academic Council. This should be recorded using the Major Modifications Form. Such proposed changes will include ones:

(a) with major effects on other programmes and on registered students;

(b) affecting a prospectus entry applying to currently admitted students;

(c) affecting the terms of any professional body recognition or accreditation status of the programme;

(d) with implications for BPP University's regulatory framework by proposing alterations to the definitive programme document in respect of:

(i) the title of the award;
(ii) module titles;
(iii) the programme aims;
(iv) intended learning outcomes (programme and/or module);
(v) mandatory admission requirements;
(vi) programme delivery locations or mode;
(vii) duration of the programme;
(viii) the programme structure including core and elective modules, including changes to the range of elective modules and/or progression requirements;
(ix) programme regulations;
(x) any derogation from BPP University's Regulations, Rules and Procedures;
(xi) programme accreditation;
(xii) how the programme will be delivered;
(xiii) change to module credit weighting of either a compulsory, core or elective module;
(xiv) extending the use of the module as acceptable to another programme.

24. For the avoidance of doubt, any changes to the content of the Programme Approval Record Certificate (PARC) will constitute a change with major effects.

25. In evaluating the significance of a proposed change account must be taken of the cumulative effect of previous changes.

26. The Dean of Academic Quality, after consulting the relevant dean of school, has the discretion to decide whether any proposal is to be treated as a change with major effects and, as such requires the approval of the Education and Standards Committee, or whether, alternatively, the proposed change may be treated as one with lesser effects. In the event of the Dean of Academic Quality and the dean of school differing in their evaluations, the Education and Standards Committee is responsible for reaching a determination.

27. For any proposed change with major effects the Dean of Academic Quality must decide on a case by case basis the extent of scrutiny appropriate, the aim being that the Education and Standards Committee will be in a position to take an informed decision that recognisably safeguards the quality and standards of programmes and honours and satisfies BPP University's agreements and contractual commitments. The proposal must include details of when the

proposed change will come into force and set out a communication plan to ensure affected students are duly notified, including those holding offers.

28. As part of a decision on the level of scrutiny the Dean of Academic Quality must decide, after taking advice from the dean of the relevant school, on the form of any validation required and on any external participation either in the form of a report from an independent external assessor, or through membership of an approval panel. Additionally the relevant programme board of examiners, with the decision endorsed by the external examiner members, must approve any proposed change to the assessment strategy of a module or programme.

29. In the case of a proposed major change to an externally accredited programme, the Dean of Academic Quality is responsible for deciding whether the external accrediting body's advice should be sought, and, if so, will authorise an approach to determine the body's views in principle. Where the proposed changes have received the approval of the Education and Standards Committee, the Dean of Academic Quality is responsible for deciding on an application to the external accrediting body. No changes to an accredited programme may be implemented until approval has been received from the external accrediting body.

Changes which Amount to Proposing a New Programme

30. Where changes proposed are so extensive that the definitive programme document, and particularly the programme specification, require far-reaching revision, there must be a full programme validation and approval.

Changes to Programmes Initiated by External Bodies Accrediting Programmes or Recognising Them

31. Where an external accrediting body (such as the Bar Standards Board), or one granting professional exemptions or otherwise recognising a programme (e.g. the General Chiropractic Council), requires a modification to be made to an existing programme as a condition of its continued accreditation or recognition, the dean of the appropriate school will be responsible for notifying the Education and Standards Committee of the required changes and the Head of Programme or programme leader, as appropriate, will be responsible for implementing them.

32. Where the Dean of Academic Quality decides that the changes have major effects as explained above, they will determine whether there should be further scrutiny and if so, in what form. The outcome of any scrutiny must be reported to the Education and Standards Committee.

The Timing and Notification of Changes

33. Modifications to modules and programmes (other than those initiated by external accrediting bodies) will commonly be initiated following the annual programme monitoring process.

34. Heads of Programmes and programme leaders must determine when changes to modules and programmes can appropriately come into effect. Module leaders must consult with Heads of Programme and programme leaders, as appropriate, but changes with little effect beyond the module can be expected to apply in the next ensuing module presentation. When changes with lesser

effects or those with major effects can appropriately be introduced will depend on their impact on currently registered students and the nature of the account of the programme provided to students on their admission.

35. Where there are changes to a programme which alter the account provided to students on their admission, students registered on the programme shall be informed about changes to the programme and their express consent to the changes must be sought. For the avoidance of doubt, this includes any changes which alter the content of the PARC. Where changes might be expected significantly to affect students, the University's published Student Protection Plan must be followed. Changes made to programme regulations affecting progression or assessment must only be introduced after consultation with students directly affected by the change. Reasonable notice must be given and the outcome of consultation confirmed in writing.

Section 6: Programme Critical Review

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part D, Paragraphs 3, 7(b) and 8(f), and should be read in conjunction with the General Academic Regulations on Programme Approval.

2. The content of the Programme Re-approval Critical Review should relate to, and not duplicate, what is contained in the draft definitive programme document and associated documents. It should provide a historical perspective on the development of the programme throughout the period of approval. It should link to and support the statements made in the Programme Proposal Form.

3. Where re-approval is sought at the same time for programmes that share a common syllabus and curriculum, a separate Programme Re-Approval Critical Review must be provided for each programme. Where a core of information is the same for each programme, this should be indicated and the distinguishing features of the programmes highlighted.

4. The following indicates the expected content of the Programme Re-approval Critical Review but the Programme Team may vary the content according to what they consider appropriate for providing an adequate basis for evaluating whether the programme should be re-approved.

5. Programme information:

   (a) current programme leader;

   (b) current programme team members;

   (c) external examiners appointed since the programme's previous approval;

   (d) student statistics over the period of approval including:

      (i) student entry profile;
      (ii) student progression, retention, and cohort analysis;
      (iii) student completions and exit awards;
      (iv) employment outcomes for graduates.

6. A critical appraisal of the operation and development of the programme since its last approval covering:

   (a) forms of monitoring activity used;

   (b) a summary of action taken since the previous approval to rectify perceived problems or achieve desirable changes, including those arising from developments in external points of reference;

   (c) the continuing validity and relevance of the programme aims and intended learning outcomes;

   (d) the cumulative effect of past changes to the programme and of proposed further changes, and the effect on its design and operation;

(e) the structure of the programme, curriculum and curriculum map evaluated in terms of its progression, balance, coherence, and the levels of the different stages;

(f) the relevance, currency and appropriateness of the curriculum and its relationship to good professional practice;

(g) the delivery of the programme in relation to its educational aims and learning outcomes;

(h) the assessment methods in relation to the aims and learning outcomes, their validity and reliability;

(i) the quality and effectiveness of teaching and learning methods;

(j) the quality of support services;

(k) the level and deployment of resources;

(l) a commentary on the student statistics;

(m) the nature of scholarship, research, professional practice and developing knowledge of teaching and learning that underpin the teaching of the programme;

(n) staff development undertaken by the team in relation to (m) above.

7. The reports from external examiners for the two most recent presentations of the programme must be attached to the programme critical analysis.

8. Any reports from external accrediting bodies must also be attached.

Section 7: Procedures for Programme Withdrawal

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part D, Paragraph 12. These procedures should be read in conjunction with the General Academic Regulations on Suspension and Withdrawal of Approval (GAR/D/11-16).

Introduction

2. Each programme withdrawal must be approved by the Academic Council and the Board of Directors before a programme can be withdrawn from offer by BPP University.

3. In summary, the programme withdrawal procedure comprises four stages:

   (a) Stage 1: Preliminary Review by the Vice-Chancellor.

   (b) Stage 2: Review by Education and Standards Committee.

   (c) Stage 3: Review by Academic Council.

   (d) Stage 4: Approval by the Board of Directors.

4. The withdrawal procedures are not linked to a specific committee cycle.

5. The progress of withdrawal of a continuing programme will be included as an item for report on the agenda for relevant meetings of the Education and Standards Committee (ESC), Programme Approval and Scrutiny Panel (PASP) and Academic Council (AC).

Indicators of Non-Viability of a Programme

6. The following four indicators individually or in combination shall trigger consideration of a programme's viability and whether or not it should be withdrawn:

   (1) The programme had not run or had been suspended for two academic years;
   (2) Student entry cohorts of 11 or fewer;
   (3) A progression rate from term to term or stage to stage (whichever is the shorter) of 50% or less;
   (4) Issues arising in relation to partnership agreements or other concerns in relation to collaborative activity (if applicable).

7. Where one or more of the above indicators arise, the matter must be reported to the Dean of School (or nominee) and to the Dean of Academic Quality by the person who identifies the issue (e.g. for (1) and (2) this may be the Head of Admissions or programme leader, for (3) the programme leader or Chair of the Student Assessment, Retention and Achievement Committee, and the Dean of Academic Quality for (4)). Once alerted, the Dean of the School will determine which of the following actions to take:

(1) No action: the indicators do not undermine the wider purposes and value of the programme;
(2) To monitor the programme for a specific period after which a further review would take place;
(3) Implement an action plan for the programme to address any cause for concern;
(4) Conclude that the programme is no longer viable and should be withdrawn, in which case the programme withdrawal procedures would be activated.

8. In each case the decision of the Dean should be reported to the Dean of Academic Quality for noting and to the programme leader for recording in the annual programme monitoring report.

Stage One: Preliminary Review by the Vice-Chancellor

9. The purpose of stage one of the process is to act as a preliminary filter to establish that the withdrawal of a programme is financially viable, fits into the Mission Statement, the Academic Development Plan and the Strategic Plan of the University.

10. The dean of the school should seek a meeting with the Vice-Chancellor or nominee setting out the initial proposal for withdrawal including:

(a) the extent of the effect of the withdrawal of the provision;

(b) whether it affects current or continuing students;

(c) plans for safeguarding the awards of students affected, including resit students, and how these are aligned to the University's published Student Protection Plan.

11. If the Vice-Chancellor, or nominee, considers there is a case for pursuing the withdrawal, or an agreed version of it, they will give approval for the submission of a proposal to the Education and Standards Committee.

12. If the Vice-Chancellor, or nominee, does not consider the case made warrants BPP University proceeding, the Vice-Chancellor will either reject the proposal or refer it back for further consideration.

13. The Vice-Chancellor will report all proposals and the decision in relation to each of them to the Academic Council at the earliest opportunity.

Stage Two: Review by Education and Standards Committee

14. The Education and Standards Committee (ESC) will consider the application for programme withdrawal. The application will comprise a Programme Withdrawal Form (PWF) and a report on the current and past 5 years' student enrolment on the programme.

15. In determining, the ESC must have regard to the academic standards and the quality of the learning opportunities and to this end evaluate:

(a) whether the PWF presents sound reasons for the withdrawal of the programme and includes all supporting information that is required;

(b) whether the standards and the quality of the school's provision are compromised by the withdrawal of the programme;

(c) the place of the programme in the portfolio of the school;

(d) whether the application protects the expectations of students, satisfies the University's contractual obligations to students and to partner bodies; and,

(e) ensure that withdrawal takes account of any implications for associated areas of provision.

16. Following its consideration of the proposal, the ESC shall make one of the following recommendations:

(a) Approval: recommend the programme be withdrawn for delivery in accordance with established policy and subject to the administrative details of the application;

(b) Approval for a Specified Period: recommend the programme be suspended for a specified shorter period after which the continued withdrawal of the programme would depend on further approval;

(c) Conditional Approval: recommend the programme be withdrawn or suspended conditional upon the fulfilment of certain requirements to the satisfaction of the chair of the ESC by a specified date;

(d) Referral to School: recommend the application be referred back to the relevant School for further consideration to be undertaken by a specified date, at which point the application would be eligible for resubmission to the ESC. At this further meeting, the ESC must decide whether to recommend approval, approval for a specified period, conditional approval, or non-approval;

(e) Non-approval: where there are important reservations about whether the proposal for programme withdrawal complies with the criteria stated for the withdrawal of programmes, recommend the non-approval of the withdrawal application.

17. The Education and Standards Committee's decision will be reported to the Academic Council and the Board of Directors, at the earliest possible opportunity.

Stage Four: Academic Council

18. The Academic Council will receive and consider the report and recommendations of the ESC.

19. The Academic Council will reach a decision and advise or make a recommendation to the Board of BPP University. In the event of the Academic Council concluding that the Education and Standards Committee be advised on the need for further attention to the proposed withdrawal of the programme, the reasons for this conclusion are to be reported to the Board of Directors of BPP University.

Stage Five: Board of Directors

20. The Board of Directors will receive the advice or recommendation of the Academic Council and the minutes of the ESC.

21. The Board will reach a determination on the proposed withdrawal of the programme having attended to the advice or recommendation of the Academic Council. The determination will be reported to the Academic Council.

Section 8: Module Withdrawal Procedures

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part D, Paragraph 12. These procedures should be read in conjunction with the General Academic Regulations on Suspension and Withdrawal of Approval (GAR/D/11-16).

Introduction

2. Each proposed withdrawal of a module must be approved before the module can be removed from a programme or the prospectus.

3. Usually modules will be withdrawn as part of a programme review or following the addition of a new module, and therefore will be considered for approval under the Programme Approval and Re-Approval Regulations, or the New Module Approval Procedures.

4. Where a module is withdrawn and not substituted by a new module or replaced by a new programme, it must be approved through the procedure set out below.

5. The module withdrawal procedures comprise two stages:

   (a) Stage 1: Preliminary Review by the Dean;

   (b) Stage 2: Approval by Education and Standards Committee.

Stage One: Preliminary Review by the Dean

6. The purpose of stage one of the process is to act as a preliminary filter to establish that the withdrawal of a module is financially viable, and fits into the Mission Statement, the Academic Development Plan and the Strategic Plan of the University.

7. The proposer of the application should seek a meeting with the dean or nominee[9] and the relevant Director of Programmes or Function. The application will comprise a Module Withdrawal Form (MWF) and a report on the current and past 5 years' student enrolment on the module.

8. In considering the application for withdrawal the dean will assess its viability and ensure that the business case and risk management are adequately explained in the application.

9. If the dean, or nominee, considers there is a case for pursuing the proposal, or an agreed version of it, they will authorise its submission to the Education and Standards Committee.

10. If the dean, or nominee, does not consider the case made warrants the University proceeding with the withdrawal, the dean will either reject the proposal or refer it back for further consideration.

[9] The Deans may delegate this power to a nominee including heads of programme or other senior academics.

11. The dean will report all proposals and the decision in relation to each of them to the Education and Standards Committee at the earliest opportunity.

Stage Two: Approval by Education and Standards Committee

12. The Education and Standards Committee (ESC) will consider the application for module withdrawal.

13. In determining, the ESC must have regard to the academic standards and the quality of the learning opportunities and to this end evaluate:

    (a) whether the MWF presents sound reasons for the withdrawal of the module and includes all supporting information that is required;

    (b) whether the standards and the quality of the programme are compromised by the withdrawal of the module;

    (c) the place of the module in the portfolio of modules in the programme(s) involved;

    (d) whether the withdrawal of the module hinders a student's fair and reasonable chance of achieving the academic standards required for successful completion of the programmes to which the module relates;

    (e) whether the application protects the expectations of students satisfies the University's contractual obligations to students and to partner bodies and is aligned to the University' published Student Protection Plan; and,

    (f) whether the application ensures that withdrawal takes account of any implications for associated areas of provision.

14. Following its consideration of the proposal the ESC shall make one of the following decisions:

    (a) Approval: recommend the module be withdrawn from delivery in accordance with established policy and subject to the administrative details of the application;

    (b) Approval for a Specified Period: recommend the module be suspended for a specified shorter period after which the continued withdrawal of the module would depend on further approval;

    (c) Conditional Approval: recommend the module be withdrawn or suspended conditional upon the fulfilment of certain requirements to the satisfaction of the chair of the ESC by a specified date;

    (d) Referral to School: recommend the application be referred back to the relevant School for further consideration to be undertaken by a specified date, at which point the application would be eligible for re-submission to the ESC. At this further meeting, the ESC must decide whether to recommend approval, approval for a specified period, conditional approval, or non-approval.

    (e) Non-approval: where there are important reservations about whether the proposal for module withdrawal complies with the criteria stated for the

withdrawal of modules, recommend the non-approval of the withdrawal application.

15. If the application proposes withdrawal of the module from separate individual programmes, the ESC may make individual decisions for each of the different programmes under consideration.

16. The Education and Standards Committee's decision will be reported to the Academic Council and the Board of Directors, at the earliest possible opportunity.

Part E: Programme Monitoring

Section 1: Annual Programme Monitoring Reports

Protocol for the Production, Content and Scrutiny of Annual Programme Monitoring Reports

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part E, Paragraphs 1-4. These procedures should be read in conjunction with the General Academic Regulations on Programme Monitoring.

Principles

2. Annual Programme Monitoring Reports (APMRs) have a vital role to play in the maintenance of standards and the enhancement of programme quality.

3. However, to meet this role they must:

   (a) provide useful and meaningful scrutiny of the programme;

   (b) ensure that scrutiny is captured in an effective and achievable action plan;

   (c) provide a management and reference tool for staff, programme management and senior management;

   (d) provide a developmental focus;

   (e) be specific, un-repetitive and pertinent to the internal audiences identified above.

4. APMRs must draw upon as wide a contribution from the staff team as possible and all staff must have the opportunity to comment upon the APMR. Staff should be given at least one week to consider and comment upon the report before it enters the scrutiny process.

5. APMRs that are produced for the purposes of external agencies may be required to follow a different format from that agreed for APMRs for BPP University's own awards. Where this is the case, programme heads should follow the prescription laid down by the professional body. However, as far as possible, the style and content of the APMR should follow that specified here, for example, repetition of the same points in subject or module review summary should be avoided and be included in the Head of Programmes' report on programme wide matters. Where a report for external purposes omits a component that is required for internal purposes or otherwise omits content required of internal APMRs, the Head(s) of Programmes must add those components together with a gloss to the report for the internal audience.

6. The approved APMR must be made available to staff members.

Contents and Structure

7. GARs, Part E, Section 2 specifies that the following matters should be considered in the Annual Programme Monitoring Procedure and consequently should be covered within the content of the APMR:

   (a) "review admissions policy and performance;

   (b) critically assess whether programme and component module specifications remain current and valid both in academic and professional terms;

   (c) establish whether there are convincing grounds for the programme meeting the academic standards claimed;

   (d) evaluate student performance in relation to programme and module learning outcomes in the relevant year and, where appropriate, by comparison with previous years;

   (e) review and analyse feedback from external examiners;

   (f) review and analyse feedback from students;

   (g) critically review the effectiveness of the programme and each individual module to establish the extent to which the learning opportunities have provided students with a fair and reasonable chance of achieving the academic and professional standards required for successful completion;

   (h) identify good practice in the programme and component modules and consider how good practice could be extended;

   (i) identify problems, weaknesses and areas for improvement;

   (j) identify on-going opportunities for development and enhancement of programmes and component modules;

   (k) determine whether action listed in previous action plans has been properly taken and decide on an action plan to address matters arising from the annual monitoring of the programme;

   (l) critically review the effectiveness of the programme aims, teaching and learning methods, assessment strategies, including e-learning, for students with disabilities and learning difficulties, and comment on the number of students with disabilities and their retention and achievement;

   (m) critically assess participation, retention and attainment gaps in relation to the students' equality profiles e.g. ethnicity, age, gender, disability, social mobility, by identifying trends and under-represented groups.

8. In support of these aims and to aid clarity and consistency of presentation the APMR must contain, where applicable:

   (a) an action plan specifying catalyst, intended outcome, timescale and responsibility for each issue;

(b) outcomes of the previous year's action plan;

(c) a summary of programme changes proposed for the new academic year;

(d) a statistical report on student progress with analysis;

(e) a detailed summary of student feedback;

(f) a list of all current external examiner appointments, their subjects and whether or not a report has been received from each of them;

(g) reports from external agencies such as external examiners, QAA and professional and statutory bodies, where applicable;

(h) a list of issues raised by external examiners and other external bodies together with responses to them;

(i) an evaluation of the effectiveness of programme aims, teaching and learning methods, and assessment strategies, including e-learning, for students with disabilities and learning difficulties. Comment on the number of students with disabilities and their retention and achievement;

(j) comment on the students' ethnic profile, by retention and achievement, identifying trends and under-represented groups.

Scrutiny and Submission Dates

9. To reflect the different demands placed upon, and durations of, programmes, the submission dates for the APMRs shall be spread throughout the year. The timetable for each scrutiny process and the members of the scrutiny team will be established in advance by the Dean of Academic Quality in consultation with the Deans of the Schools and reported to the Directors of Programmes or Function.

Process of Production

10. Templates for the structure and content of the APMR and Module Review Summary shall be published by the Dean of Academic Quality, which shall be used for all University award programmes. Only one APMR and Module Review Summary is required per programme.

11. It is recognised that the production of APMRs is often a pressured and constricted activity because of the dependence of the report on information such as resit results and external examiner reports that become available only shortly before publication is due. Consequently, the programme team should aim to produce the content of the APMR in two stages;

(a) the first stage shall be a review of the core of the programme which shall comprise two elements: (i) a review of the programme to date which shall form the skeleton of the final report and, arising from it, (ii) a report of proposed changes to the programme for the following academic year. Any major changes to the programme should then be progressed through the appropriate approval route.

(b) the core report shall then be supplemented by a review of the students' results and the reports of the external examiners. This report will then become the APMR to be submitted at an agreed date.

Scrutiny Process

12. Before an APMR shall be considered by the Education and Standards Committee, it must pass through a scrutiny process.

13. The scrutiny process shall comprise the following stages:

(a) The APMR shall be prepared by the programme leader, who shall submit copies to the Dean of School and the Dean of Academic Quality. The Dean of Academic Quality shall review the APMR for compliance with the University's APMR template and shall inform the programme leader and Dean of School as to whether it is or is not compliant. The Dean of School shall determine whether or not to accept the APMR or to refer it back to the programme leader for further work. Where the APMR is accepted, the Dean of School shall refer it for consideration by the School Education and Standards Board;

(b) The School Education and Standards Board shall determine whether to approve the APMR or to refer it back to the programme leader for further work. Once approved by the School Education and Standards Board, the APMR shall be submitted to the Education and Standards Committee, or a sub-committee of it established for the purpose.

(c) The Education and Standards Committee may approve the APMR, in which case it may be released to external bodies where required, or it may refer the report back for further amendment or review. In the case of the latter, the Dean of Academic Quality shall be charged to ensure that the changes required by the Committee are effected before the report is released. Where the changes required substantially affect the nature of the report, the Committee may require that the report reverts to it for approval before it is released.

Comparative Review

14. An APMR comparative review will be carried out annually by the Dean of Academic Quality. This shall consider the scrutiny process, distil best practice, identify cross-programme issues, review matters of content, structure and style, and propose any changes for the next round of the process. The review report will be included within the Annual Quality Report.

Part F: Admission and Registration

Section 1: Criteria for Admission

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part F, Paragraphs 4 and 5. These procedures should be read in conjunction with the General Academic Regulations on Admission and Registration.

Criteria

2. There are three categories of entry criteria for admission to a programme:

   (a) minimum general entry requirements;

   (b) additional programme specific requirements;

   (c) discretionary criteria where there is competition for places.

3. There may be additional admission requirements for Tier 4 international students (non-EEA and Switzerland citizens), in accordance with the UK Visas and Immigration regulations valid at the point of application. As a Tier 4 student you will not only need to prove your English in reading, writing, listening and speaking but we also ask students to pass an Admissions Credibility Interview[10].

Minimum Standards

4. The University sets minimum entry requirements for levels or types of programmes. These are set out at Paragraphs 10 to 22 below.

Additional Programme Specific Requirements

5. Additional programme specific requirements may be set for individual programmes or types of programme by the dean of the relevant school. Such additional entry requirements shall be published in advance of the admission process commencing. Additional programme specific entry requirements for current programmes are set out at Paragraph 24.

Discretionary Criteria

6. Where demand for places on a programme from appropriately qualified applicants exceeds the number of places available, places shall be assigned on a competitive basis using discretionary criteria specified on the authority of the dean of the relevant school, and specified, as provided in GAR F/9, in advance of the consideration of candidates.

7. Where there are more applicants than places available, candidates meeting minimum general entry requirements and any additional programme specific entry requirements shall be ranked using discretionary criteria and offers made consistent with that ranking, as specified in the programme document.

[10] Tier 4 students should refer to the Admissions Credibility Interview guidance on the VLE under Registry – Forms and Guidance

Admission with Advanced Standing

8. A candidate may be able to gain exemption from part of the programme for which they have applied through the accreditation of prior certificated or experiential learning (APCL and APEL). The APCL and APEL procedures are set out in Part F, Section 4 of this manual.

Enrolment, Matriculation and Registration

9. Before being registered as a student on a programme or module, every applicant must satisfy the requirements for enrolment, matriculation and registration set out in the GARs at Part F, paragraph 32-45.

Minimum General Entry Requirements

10. Applicants must normally be at least 18 years of age on admission to the University. For the purpose of this policy the date of admission is defined as the 1st of October in the relevant academic year. The Dean of Academic Quality may waive this requirement for applicants who will be at least 16 but less than 18 years of age on admission, on an individual basis, provided that a contract of care has been agreed in advance between the University and the parents or guardian of the student as to additional safeguards and other requirements that will be necessary. The contract must also include the acknowledgement that the University will not act *in loco parentis*.

English Language Requirement for International Students

11. Applicants for undergraduate and postgraduate programmes whose first language is not English will be required to demonstrate their ability to understand and express themselves in English reading, writing, listening and speaking to derive full benefit from and succeed in passing their chosen programme.

12. Applicants from outside the United Kingdom can provide evidence on their English language capabilities as outlined below:

    (a) if the student is a national of a Majority English Speaking Country[11]; or,
    (b) if the student has a degree taught in a Majority English Speaking Country (excluding Canada Quebec Province); or,
    (c) if the student holds an undergraduate degree (or equivalent) that was delivered and summatively assessed in English; or,
    (d) if the student has been taught and assessed in the English language throughout their educational career; or,
    (e) if the student has been taught and assessed in the English language for at least one full-time year or equivalent of post-18 education[12]; or,
    (f) if the student has successfully completed a BPP University Pre-sessional English course to the correct level for their programme of study.

13. Applicants who do not meet these criteria may be required to demonstrate that they possess a recognised English language qualification such as:

[11] As defined at: https://www.gov.uk/tier-4-general-visa/knowledge-of-english
[12] Students may be required to sit BPP's English Language Test

Table 1: Approved English language tests for international applicants

Business School			
		BSc (Hons) Accounting and Finance*; Advanced Diploma in Accounting (ACCA route); MSc Accounting and Finance (ADAF route)	**MSc Management (all variants); MSc Accounting & Finance; IMBA; PgCert Management**
English language qualification accepted	**IELTS Academic**	6.0 overall with a minimum of 5.5 in each component	6.5 overall with a minimum of 6.0 in each component
	BPP ELT	6.0 overall with a minimum of 5.5 in each component	6.5 overall with a minimum of 6.0 in each component
	Cambridge Certificate in Advanced English	169 overall with a minimum of 160 in each component	176 overall with a minimum of 160 in each skill
	Cambridge Certificate of Proficiency in English		
	IGCSE English as a First Language	C	C
	Cambridge GCE O level (English)		
	Cambridge GCE A level (English)		
	International Baccalaureate (standard/higher) - English	4	4
	PTE Academic	50 overall with a minimum of 42 in each component	58 overall with a minimum of 50 in each component
	TOEFL (iBT)	60-78 overall Reading 8-12 Writing 18-20 Listening 7-11 Speaking 16-17	79-93 overall Reading 13-18 Writing 21-23 Listening 12-19 Speaking 18-19

*BSc Accounting and Finance and ADAF programmes: *For students who have studied and been assessed in English for their High School education, we may accept that as evidence of a suitable standard of English, subject to an Academic Credibility Interview and depending on the High School Board.*

If you have the minimum overall IELTS of 6.0 or equivalent, with a minimum of 5.5 in any component, you will be required to attend our In-Sessional Academic Skills classes. This takes place during the first term of studies at no additional cost.

Law School			
		LLB (all pathways); LLM; PGDL; LPC	**– BTC* LLM Legal Bar Practice (Bar)**
English language qualification accepted	**IELTS Academic**	7 overall with a minimum of 6.5 in each component	7.5 with a minimum of 7.5 in each component
	BPP ELT	7 overall with a minimum of 6.5 in each component	
	Cambridge Certificate in Advanced English	185 overall with a minimum of 176 in each skill	
	Cambridge Certificate of Proficiency in English	185 overall with a minimum of 176 in each skill	
	IGCSE English as a First Language	B	
	Cambridge GCE O level (English)	B	
	Cambridge GCE A level (English)	B	
	International Baccalaureate (standard/higher) - English	5	
	PTE Academic	65-72 overall with a minimum of 59-64 in each component	73-79overall with a minimum score of 73-79 in each part of the Pearson Test of English (academic).
	TOEFL (iBT)	94-101 overall Reading 19-23 Writing 24-26 Speaking 20-22 Listening 20-23	

*Students predicted a 2:1 or 1st class degree, who consider that they may exceed the language requirement, may request a Skype interview with one of the Directors of BTC Programmes or their nominee who may waive the requirement for a certificate on registration.
In the first instance, fluency will be assessed by reviewing students written application and video evidence. Based on this the Directors of BTC Programmes or their nominee who may waive the requirement for a certificate on registration. If an applicant has a degree from a distance learning programme, taught in English and delivered from a majority English speaking country and have achieved a 2:2 or above (this would need to be accompanied by an interview with an ELT assessor).
Below 2:2 the candidate would need either a SELT or ELT and must complete an ACI where appropriate.

School of Nursing and School of Health *Students English proficiency will initially be assessed by Interview, Literacy and Numeracy test. If successful the student may register without providing IELTs, but BPP reserves the right to request IELTs if concerns arise in respect of language ability.			
		Higher Education Certificate in Health and Social Care; **BSc Psychology;** **MChiro;** **MSc Psychology (Conversion);** **MSc Healthcare Leadership**	**BSc (Hons) Nursing (Adult/Child/Mental Health) [Pre-registration Nursing]**
English language qualification accepted	**IELTS Academic**	6.5 overall with a minimum of 6.0 in each component	7.0 with a minimum of 7.0 in each component
	BPP ELT	6.5 overall with a minimum of 6.0 in each component	
	Cambridge Certificate in Advanced English	176 overall with a minimum of 160 in each skill	
	Cambridge Certificate of Proficiency in English	176 overall with a minimum of 160 in each skill	
	IGCSE English as a First Language	C	
	Cambridge GCE O level (English)	C	
	Cambridge GCE A level (English)	C	
	International Baccalaureate (standard/higher) - English	4	
	PTE Academic	58 overall with a minimum of 50 in each component	
	TOEFL (iBT)	79-93 overall Reading 13-18 Writing 21-23 Listening 12-19 Speaking 18-19	

Scores are valid for a maximum period of two years prior to the date of registration.

14. Students are reminded that the GARs state that "Any student in respect of whom it becomes apparent that their ability in the English language is not at the required level for successful completion of the programme, may be required by the Head of Programmes to take an English language proficiency test. If the result of the test reveals that the student's standard of English is below that required for admission, the student may be required to take action, at their own cost, to remedy the deficiency, within timescales agreed by the head of programmes, or otherwise to leave the programme."

Undergraduate Programmes

15. Except for students applying through the APCL or APEL routes, to register on an undergraduate programme applicants should possess one or more than one of the following:

    (a) Advanced Level/Advanced Subsidiary/Advanced Vocational Certificate of Education
        (i) two six-unit awards[13]
        (ii) one 12-unit vocational award

    (b) A/AS-levels ('old style')
        (i) two A-levels
        (ii) one A-level and two Advanced Supplementary

    (c) BTEC National Diploma/HND/HNC
        AGNVQ
        A pass in the AGNVQ with Merit will meet the basic University requirement but many programmes will stipulate either a further A-level or six additional units

    (d) Other approved qualifications.

16. Scottish Certificate of Education

    As a minimum requirement BPP University will accept passes in three SQA higher grade subjects together with at least three other subjects at Standard grade. Most offers will be framed around four higher-grade passes.

17. Irish Leaving Certificate

    The Irish Leaving Certificate is acceptable if passes in five approved subjects at the Higher Level have been attained at grade C or above.

18. International and European Baccalaureate

    The minimum admissions requirement for the International Baccalaureate is a points score of 24 with at least a score of five in subjects to be studied at the higher level.

[13] For matriculation purposes General Studies A level is not accepted, although it may be taken into account in viewing an applicant's overall profile.

19. Other Approved Qualifications

An approved equivalent United Kingdom or overseas qualification leading to the awards of professional bodies. The level at which students must achieve the award will be specified in the programme admission criteria.

Postgraduate Programmes

20. The minimum entry requirement for a postgraduate programme shall be a lower second-class degree or equivalent from a UK or recognised overseas university, or an equivalent qualification.

Equivalent Qualifications

21. The Admissions Officer will consult the UCAS and/or NARIC databases to ascertain equivalence between international and UK qualifications.

22. Acceptable professional qualifications must be specified for each programme at the time of validation, and must meet the Qualifications Frameworks descriptors for level 6.

Additional Programme Specific Requirements

23. Entry requirements higher or in addition to the minimum BPP University entry requirements may be set for individual programmes. The additional programme specific entry requirements set shall be appropriate to the learning outcomes and level of study for the programme concerned.

24. The following additional programme specific requirements have been set for award programmes currently offered at the University:

(a) BTC:
  (i) satisfied the academic component of training for the Bar
  (ii) a minimum 2:1 honours degree or equivalent in any subject from a recognised UK institution or non-UK institution of equivalent standing in accordance with guidance issued by the BSB from time to time;
  (iii) a pass in the BCAT;
  (iv) A pass in the Advocacy Video Submission which will be reviewed against the following criteria;
    - Clarity of delivery (including fluency, pace, clarity of enunciation, correct use of grammar, breadth of appropriate vocabulary, tone and pitch)
    - Structure of argument
    - Ability to persuade
  (v) minimum score of 7.5 in each section of the IELTS academic test.

(b) PGDL
  (i) minimum 2:1 honours degree (or equivalent) in any subject from a recognised UK institution (or overseas equivalent); and

minimum score of 6.5 in each section of the IELTS academic test and 7 overall

(c) LPC

(i) Lower second class honours qualifying law degree; or
(ii) Lower second class non-law degree and GDL or CPE[14]; or
(iii) Equivalent qualifications such as ILEX/FILEX.

[14] Students admitted onto the GDL without a lower class non-law degree will also be considered.

Section 2: Admissions Appeals and Complaints Procedure for Applicants

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part F, Paragraph 1. These procedures should be read in conjunction with the General Academic Regulations on Admissions (GAR/F).

Information

2. The University makes available through its website and marketing materials the criteria for admission to programmes of study. Before submitting an application for an appeal or complaint, applicants are encouraged to review the general, programme-specific and discretionary criteria applying to admission to the programme for which they have applied.

Scope

3. An **admissions appeal** is a written request by an applicant for a formal review of an admissions decision or the wording/terms/conditions of an offer.

4. The outcome of a successful request to appeal would be to reconsider the candidate's application with a view to upholding or changing the original decision.

5. An admissions appeal shall only be considered where one or both of the following grounds have been met:

   (a) there is authoritative and objective evidence of improper conduct or administrative or procedural error in the consideration of the application;

   (b) there is significant new information directly relevant to the admission decision which, for good cause, was not made available in the original application or during the selection process.

6. An admissions appeal shall not be considered where the applicant does not meet the minimum criteria specified for entry to the programme of study.

7. Applicants may not appeal against admissions decisions based on the academic judgement of University staff about their suitability for entry to a particular programme.

8. An **admissions complaint** is a specific concern from an applicant related to irregularity or maladministration in the application of the admissions procedures or policies by the University. This would usually include an indication as to the resolution being sought.

9. A possible outcome, if an admissions complaint were upheld, could be a formal or informal apology or a decision to review procedures. An admissions complaint will not usually lead to the review of an admissions decision.

10. This policy applies to all applicants, whether submitting their application directly to the University, or via an external body such as the Universities and Colleges Admissions Service (UCAS) or Central Applications Board. However, complaints relating to the activities of external bodies, which have an interest or role in the

University's admissions process, cannot be investigated by the University and must be submitted to the relevant body directly.

11. An admissions appeal or complaint should be made by the applicant. However, admissions appeals or complaints may be lodged on behalf of the applicant by a friend, family member or member of the University providing that the applicant provides the University with written authority to deal directly with the third party. In such cases it shall be for the third party to keep the applicant fully informed. BPP University shall not communicate with both the applicant and the third party. Anonymous applications will not be considered.

12. Admissions appeals and complaints are handled separately from applications for entry and applicants who make an appeal or complaint in good faith will not be disadvantaged in any way as a result.

Procedure

Informal stage

13. Where applicants meet the admission requirements stated for a programme of study but have not received an offer of a place, or are dissatisfied with the way in which the application process has been applied, they are entitled to ask for feedback from the University by contacting the Admissions Office. Requests for feedback should be addressed to the Admissions Manager.

14. Applicants are encouraged to seek feedback before submitting an appeal or complaint and to resolve the matter with the Admissions Office.

Formal Stage

15. Where applicants are dissatisfied with the feedback from the Admissions Office, they can submit an admissions appeal or complaint. The application for an admissions appeal or complaint must be made in writing on the prescribed form, available from the University website and VLE, together with any evidence relied upon.

16. The applicant is responsible for ensuring that all supporting evidence is appended to the application form. Any evidence referred to in the application form but not appended to it will not be taken into account.

17. Documentary evidence appended to an application form may be copies of the original documents but the applicant may be required to produce original documents for inspection on request or subsequently, if offered a place.

Time for Lodging an Admissions Appeal or Complaint Application

18. Admissions appeals and complaints must be lodged with the Office of Regulation and Compliance (ORC) within 15 working days of receipt of the admissions decision letter. An application will only be considered out of time where the applicant is able to prove to the satisfaction of the ORC that they were mentally or physically incapable of lodging an application, or arranging to have one made on their behalf under the terms set out in Paragraph 11 above, within the prescribed timescales.

19. Upon receipt of an admissions appeal or complaint the ORC will issue the applicant with an acknowledgement of receipt, usually within five working days, which the applicant must retain as proof that an application has been submitted.

Admissions Appeals

20. The ORC, having investigated with the Admissions Office, will determine whether the information presented by the applicant meets the criteria set out at Paragraphs 5 - 7 for a valid admissions appeal, and will provide a response in writing, usually by email, to the applicant within ten working days of receipt.

21. The ORC will inform the applicant in writing that either:

    (a) the admissions appeal is rejected because it does not satisfy the criteria set out at Paragraphs 5 - 7. The applicant shall also be informed of their right to appeal to the Deputy Vice-Chancellor, or nominee, against this decision; or

    (b) the criteria for the admissions appeal having been met, the appeal is being considered by the Admissions Appeals Panel with an indicated timescale for a decision.

Admissions Appeals Panel

22. Where the application meets the criteria and grounds for an admissions appeal the ORC shall convene an Admissions Appeals Panel within fifteen working days of receipt of the admissions appeal.

23. The Admissions Appeals Panel shall comprise the Deputy Vice-Chancellor, or nominee and the Dean, or nominee, of the School to which the applicant has applied. The Deputy Vice-Chancellor, or nominee, shall appoint a secretary to the panel to record the decision and to convey the outcome to the applicant.

24. The Panel will consider the applicant's case against the relevant evidence.

25. The Panel shall have the right to undertake such investigation and to invite evidence from such persons as are necessary to establish what action is required on the admissions appeal.

26. The Panel shall have the power to:

    (a) reject the admissions appeal; or

    (b) allow the admissions appeal, in which case, it may:

        (i) refer the application, together with such recommendations as it sees fit, back to the Admissions Office for reconsideration; or,

        (ii) direct that the Admissions Office initiate action consistent with the Panel's finding that the applicant should be made an offer of admission onto the relevant programme of study.

27. The ORC shall inform the applicant and the Admissions Office of the Panel's decision within five working days.

28. Where the admissions appeal is rejected, the grounds on which the Panel's decision was based shall be set out as fully as possible to provide feedback to the applicant. The applicant shall also be informed that the University's internal procedures have been completed and the Panel's decision is final.

Admission Complaints

29. A Regulation and Compliance Officer from the ORC will decide the most appropriate procedure to investigate the admissions complaint.

30. The Regulation and Compliance Officer will inform the applicant in writing, within 28 working days of acknowledgement of receipt, that the admissions complaint has been:

    (a) upheld in whole with a statement as to the remedy; or

    (b) upheld in part with a statement as to the remedy and an explanation regarding those parts dismissed; or

    (c) dismissed with a statement as to the reasons.

31. An applicant who considers that their admissions complaint has not been properly investigated may request a review of the decision by the Deputy Vice-Chancellor, or nominee. There is no right of appeal against the decision of the Deputy Vice-Chancellor, or nominee.

32. The ORC will be responsible for ensuring that any recommendations or agreed actions arising from admissions complaints are communicated to the relevant University officer(s), and for recording and confirming the action taken.

<u>Monitoring and Review of Admissions Appeals and Complaints Procedure</u>

33. The Regulation and Compliance Office shall maintain a record of each appeal against an admission decision detailing:

    (a) the grounds for the application;

    (b) whether the process was completed in accordance with the regulations and specified timescales;

    (c) the outcome of the admissions appeal;

    (d) the profile by protected characteristics of applicants.

34. A report on admissions appeals and complaints shall be included in the annual report of the Office of Regulation and Compliance to the Education and Standards Committee and the Academic Council, and shall include:

    (a) comments on any identifiable patterns in the admissions appeals and complaints applications;

    (b) feedback from applicants on their experience of the admissions appeals and complaints process;

    (c) the efficiency with which the processes were administered;

(d) recommendations for changes to the regulations and procedures based upon internal experience and external changes in legislation or best practice guidance;

(e) a comparison of the results of the analysis with those from previous years.

Section 3: Applicants who have a Disability or Long-term Medical Condition

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part F, Paragraphs 3 & 5(d). These procedures should be read in conjunction with the General Academic Regulations on Admission & Registration and the Disability Disclosure Policy.

Introduction

2. The University welcomes applications from students with disabilities and learning difficulties, and will endeavour to avoid artificial barriers to admission.

3. Applications from students with disabilities and special needs are considered on the same academic grounds as all others but applicants are asked to discuss their likely requirements with the University in advance. the University, via the Learning Support Office[15], will provide advice concerning the suitability of the centre, the programme and the equipment and/or support available.

4. A decision may need to take into account any overriding health and safety concerns, barriers relating to professional requirements, or the University's ability, or inability, to make any necessary adjustments. Such cases will be addressed on an individual basis.

5. All students are encouraged to disclose their learning difficulty or disability during the admission and registration process to ensure that adjustments and support can be put in place at the start of the programme. However, the University understands that in some instances students will develop health problems or disabilities after registration. In such cases students are encouraged to disclose to their personal tutor or to the Learning Support team as soon as possible to ensure that reasonable adjustments and support needs can be addressed.

General

6. The University is strongly committed to equality of opportunity in its provision for all students. The University is committed to providing on-going support with the focus being on providing accessible services and supporting students in completing their programmes as independently as possible.

7. As part of this commitment, the University believes that admissions processes should be as equitable as possible for all students. All applications from candidates who have disclosed a disability will be considered in the same way as any other application and a decision will be made that is based upon the candidate's academic merit and potential.

8. Support services will be put in place and reasonable adjustments made at the University to address barriers which disabled students may encounter in the learning, teaching and assessment environment, and which affect performance.

[15] The Learning Support Office provides a point of reference, advice and guidance for members of staff and students in the University about disability issues and support.

Principles

9. In selecting students, equitable consideration is given to all applicants. On being made an offer a student with a disability shall be invited to discuss the support required to complete the programme with the Learning Support Office to:

   (a) ensure that the student is fully aware of the demands of the programme;

   (b) identify any resources or arrangements that the student requires;

   (c) determine whether the University can reasonably provide these and to ensure that, in the case of programmes leading to awards accredited or recognised by professional or statutory bodies, they do not contravene professional or statutory bodies' requirements.

Support

10. Once the nature of provision is agreed, the University and the student shall be expected to enter into a learning support contract which will outline any reasonable adjustments that have been put in place for the student and detail any additional support that may be available.

11. In order to make any reasonable adjustments to facilities and resources, teaching, learning methods, and assessments, students are required to provide evidence of their learning difficulty and/or disability. This is to ensure that BPP University complies with regulatory and exam board requirements.

Careers and Information Events

12. When inviting applicants for Careers and Information events it is important to ask candidates to inform the University if they have any individual requirements prior to the event. Admissions may want to discuss these with the University's Learning Support Office prior to the candidates' arrival.

Widening Access

13. BPP is fully committed to social and educational equality and tackling discrimination to ensure equity of access to learning and associated activities for all applicants and students. As part of this commitment, the University's Access and Participation Statement is published on the website and will be updated annually.

Section 4: Accreditation of Prior Learning

Requirements

1. These policies and procedures derive from the General Academic Regulations (GARs, Part F, paragraph 26-31). Applicants should consult the General Academic Regulations on the scope and limitations for the granting of Accreditation of Prior Learning (APL).

Definition

2. APL is use of prior learning for the purposes of granting:

   (a) equivalence with and therefore exemption from admissions criteria; or

   (b) exemptions from a module or stage of a programme.

3. There are two main categories of APL:

   (a) Accreditation of prior certificated learning (APCL): the use for either of the above purposes of any learning which has been formally assessed and certificated from previous study with a higher education institution, which can include BPP University.

   (b) Accreditation of prior experiential learning (APEL): the use for either of the above purposes of any learning which is acquired through experience (including, but not limited, to formal tuition, training courses, work or professional experience) but for which no formal qualification has been awarded.

4. Applicants may seek accreditation for one or more purposes, and in one, or both APL categories.

Principles

5. APL applications for the purposes of gaining exemption from admissions criteria shall be considered prior to the consideration of the full application.

6. APL applications for the purposes of module or programme stage exemption will only be considered following the applicant being offered a place on the programme.

7. Credit will only be awarded on the basis of evidence of relevant learning not just experience alone.

8. Decisions to award specific credit and therefore to exempt students from modules will be based on the identification, description and assessment of equivalence of APL learning outcomes to specified module learning outcomes.

9. Judgment about the equivalence of APCL and APEL to admissions criteria, module, or stage outcomes will take into account the principles of relevance, level, authenticity, currency and sufficiency.

10. Students will be assessed with equality and fairness and there shall be transparency in all processes and decisions.

11. Responsibilities of staff involved in the process will be clearly defined and training shall be given where appropriate.

12. No module or programme stage exemptions will be granted where these are not permitted by the relevant professional body. Where such restrictions apply, details will be stated in the definitive programme document (DPD).

Procedures for Accreditation of Prior Learning

Application Procedure for APL

13. Applications shall be made on the prescribed application form. The application form and associated written guidance shall be available from the University's website.

14. Applications for APL should, wherever possible, be submitted at the same time as the application for a place on a programme of study.

15. The offer of a place on the programme shall be separate from that concerning APL and this shall be made clear to the applicant in the offer letter.

Documentation and Evidence

16. In addition to the APL application form, applicants for APCL must include in the application certificated copies of any certificates and curriculum information obtained which form part of the application. Any document not in English should be accompanied by a certified translation. All documents will be returned to the student following completion of the evaluation process.

17. In addition to the APL application form, applicants seeking module exemptions on the basis of APEL shall submit a portfolio which:

    (a) Describes in detail the prior learning or experience;

    (b) Describes how the prior learning or experience gained is relevant to the credit or exemption applied for;

    (c) Describes how the prior learning or experience gained has achieved the learning outcomes and objectives of the module(s) concerned;

    (d) Provides satisfactory evidence of the prior learning or experience. This may include:

        (i) examples of work undertaken,

        (ii) reflective accounts of learning,

        (iii) videos of performance,

        (iv) testimony of employer, colleagues, clients, etc.,

        (v) narrative account of leaning gained.

18. The evidence should be supported where appropriate by transcripts, syllabi, references and, where appropriate, the applicant may be required to attend an interview.

19. The evidence provided by applicants must meet the criteria detailed below, in accordance with the principles set out in paragraph 9 above:

    (a) *Relevance.* Applicants should be able to demonstrate that the learning for which a claim is made is appropriate to the programme of study.

    (b) *Level.* It should also be at the same level as the taught modules.

    (c) *Authenticity.* The evidence should be clearly related to the applicant's own efforts and can be verified as such.

    (d) *Currency.* In some subject areas the knowledge-base may become out of date. Where the qualification may have been gained more than 5 years ago, some evidence of updating may be required.

    (e) *Sufficiency.* That the evidence presented is enough to substantiate the claim for credit.

Advice and Guidance to Applicants

20. BPP University will provide applicants with clear, accurate and accessible guidance, and the name and contact details of those persons responsible for considering applications and advising on their preparation[16].

21. The application process will be different for APL for exemption from admissions criteria, as defined in 2 (a) above, and for APL for module exemptions, as defined in 2 (b).

Applications for Exemption from Admissions Criteria

22. Applications must be addressed to the Admissions Manager.

23. The locus of authority with respect to exemptions from admissions criteria rests with the relevant School Education and Standards Board. The School Education and Standards Board may delegate authority to an Admissions Tutor or to the University Admissions Manager, as defined in 24 and 25 below.

24. Applications may be judged by the relevant Programme Leader or Admissions Tutor on behalf of the School Education and Standards Board. Decisions taken by the Admissions Tutor should be reported to the School Education and Standards Board.

25. Where appropriate and on the basis of prescribed criteria agreed by the relevant School Education and Standards Board, applications may be considered on behalf of the Admissions Tutor by the Admissions Manager, or nominee.

26. Applicants for APEL may be required to produce a portfolio of evidence of learning, where this is not sufficiently clear from their initial written application.

[16] Contact details and further information is available within BPP University's Student Transfer Plan 2019-2020 on the BPP website.

27. Applicants will receive a decision in writing, or a request for further information or evidence.
28. All decisions will be recorded on the student record system by the Admissions Manager, or nominee.

Applications for Exemption from Modules

29. Applications must be addressed to the Admissions Tutor and will be considered by the Admissions Tutor or Programme Leader on behalf of the relevant Board of Examiners.

30. Advice and guidance will be provided to students by the Admissions Tutor.

31. Decisions will be based upon evidence that the module learning outcomes are already achieved by the applicant, whether on the basis of prior experiential or certificated learning.

32. Applicants will receive a decision in writing, or a request for further information or evidence.

33. If module exemptions are granted, the notification sent to the applicant will include a clear statement of the extent of the credit that has been given and details of the specific modules from which the applicant is exempt. Applicants will be advised of the implications for progression and the classification or grade of a qualification (if any).

34. Where module exemptions are rejected, students will be provided with clear reasons for the decision and notification of the appeals process.

35. All decisions will be reported to the Head of Registry Operations, who will record details on the student record system, and to the relevant Board of Examiners.

Senior Status Applicants

36. Applicants who are applying for a second degree at the same level may apply for 'senior status' which will exempt them from the first stage of the programme.

37. A list of any programmes for which senior status applications are not accepted will be published.

38. Any applications for senior status will be considered by the Admissions Tutor on behalf of the relevant School Education and Standards Board.

39. Applicants will receive a decision in writing, or a request for further information or evidence.

40. All decisions will be reported to the Student Records Manager, who will record details on the student record system, and to the relevant School Education and Standards Board.

Reporting Decisions

41. All confirmed decisions on applications for APL for module exemptions must be reported to the relevant board of examiners for that programme for ratification. Specific case examples should be sent with the report to the board.

42. There should be an annual report to the Education and Standards Committee on the extent of accreditation of prior learning granted.

Appeals

43. Applicants have the right to appeal the decision only on the following grounds:

    (a) The published APL procedure has not been followed; or,

    (b) There is good reason to believe that the submitted evidence of prior learning has not been fully recognised.

44. New or additional evidence not submitted with the original application will not be considered.

45. Appeals against decisions relating to exemption from admissions criteria should be submitted in accordance with the published Academic Appeal Process.

46. Appeals against decisions relating to exemption from modules should be submitted in accordance with the published Academic Appeals Process and will be considered by the Academic Appeals Board.

Fees

47. Fees may be charged per module for the administration of APCL and APEL applications for module exemptions. No fee will normally be charged for consideration of APL applications for exemption from admissions criteria.

Part G: Academic Progress and Discipline

Section 1: Academic Progress Monitoring

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part G, Paragraph 1. These procedures should be read in conjunction with the General Academic Regulations on Academic Progress and Discipline and those pertaining to the Assessment Regulations for Undergraduate and Postgraduate Awards.

Principles and Powers

2. The University seeks to assist all its students to achieve academic success. However, it is recognised that to be successful students must engage as active partners in the learning opportunities provided by the University, and failure to do so will undermine the student's ability to progress. Consequently, these procedures are not intended to be punitive but supportive. Where concerns emerge that a student's failure to engage or progress academically may be attributable to an underlying physical or mental health difficulty, the Fitness to Study Policy should be invoked.

3. Failure to engage may take, but is not limited to, the following:

   (a) non-attendance in class;

   (b) failure to prepare for classes or other learning events;

   (c) failure to participate in class or other learning events;

   (d) failure to undertake sufficient private study or the practice of skills;

   (e) failure to undertake or perform formative assessments.

4. The University will seek to assist students to maintain engagement with their programme of study through feedback and guidance provided by the mechanisms set out below:

   (a) monitoring of attendance using the Attendance Agreement for domestic and international students[17];

   (b) monitoring of preparedness and engagement in learning activities;

   (c) feedback on learning activities and formative and summative assessment;

   (d) academic and pastoral support through the personal tutor and student advisers;

[17] The Attendance Agreements for domestic and international students can be found on the VLE under Student Services - University Regulations and Policies.

(e) guidance on interruption of study, temporary withdrawal and repeating modules. Visa Extension and Re-sits guidance will be provided to Tier 4 students[18].

5. Where a student's engagement with a programme has been determined to be unsatisfactory the Head of Programmes, or nominee shall determine whether to:

(a) place the student under review by the personal tutor;

(b) place the student under review by the personal tutor but with conditions (such as improved attendance or the submission of work) that must be met by specified deadlines;

(c) require the student to transfer from their current mode of study on the programme to another mode which offers the student a fair and reasonable chance of success;

(d) exclude the student from assessment and examinations, in whole or in part, pending specified conditions being met;

(e) require the student to transfer from their current programme of study to another where they have a fair and reasonable chance of success;

(f) require the student to withdraw from University temporarily pending the achievement of specified conditions;

(g) terminate the student's registration.

Procedure

6. Where a member of staff considers that:

(a) during a term, there are repeated instances of failures to satisfy requirements (e.g. an assessment) of one or more modules on which a student is registered; and/or

(b) the student is considered unlikely to be able to sustain the academic workload and/or assessment burden necessary to regain satisfactory progress towards the award; and/ or

(c) the student has notified the University of a change in work, or personal, circumstances that significantly affects the study arrangement or commitment that the student is enrolled or registered to undertake (GAR/G/7)

they shall report the matter to the personal tutor (or equivalent). The personal tutor (or equivalent) shall review the student's progress and, having communicated with the student as they determine necessary, shall liaise with the programme leader to make such recommendations to the Head of Programmes, or nominee, as they consider appropriate.

[18] Visa Extension Policy for Existing Tier 4 Students can be found on the VLE under Student Services - University Regulations and Policies.

7. Where the Head of Programmes, or nominee, determines to apply any of the actions set out in 5 above the student shall be notified in writing within five working days by:

   (1) 5(a) and (b) - the personal tutor;

   (2) 5(c) and (d) – the programme leader (copied to the personal tutor and Head of Registry Operations);

   (3) 5 (e), (f) and (g) – the Head of Programmes (copied to the personal tutor and the Head of Registry Operations).

8. The student must be informed, where applicable, as to:

   (1) the reasons why they have been placed under review;

   (2) the requirements they must meet to redeem their poor progress;

   (3) the timescales within which these requirements must be met or otherwise the points at which their case shall be reviewed;

   (4) the consequences of not meeting the requirements or otherwise maintaining satisfactory academic progress;

   (5) the opportunity to bring to the attention of the Head of Programmes any matters that may affect their view of the student's progress and their ability to meet the requirements specified;

   (6) any specific assistance that might be available to them;

   (7) the grounds and their right of appeal under 5 (d) to (g).

Reviewing the Student's Progress

9. A student's progress shall be reviewed and a determination reached in relation to the student's continued progression in accordance with the timescales set for achievement of the specified conditions. The review shall be conducted no later than the end of the term in which completion of the conditions is set by the student's personal tutor or such other person nominated by the programme leader.

10. Where a student successfully meets the conditions specified and on the approval of the Head of Programmes, or nominee, they shall be permitted to progress.

11. Where a student does not meet the conditions specified the case shall be reviewed and subject to the merits of the case, the Head of Programmes, or nominee, shall determine whether to extend the timescales for meeting the conditions or to apply one of the actions specified under 5 above.

12. The student shall be informed of the decision of the Head of Programmes, or nominee, no later than five working days of the decision being made.

Fees

13. Where a student is refused access to University services or provision as a result of failure to engage with their programme of study or inadequate academic progress they shall not be entitled to any reimbursement of fees already paid or due to the University.

Appeals

14. Students who fall within Paragraphs 5(d) to (g) shall have the right to appeal to the Academic Appeals Board against the decision of the Head of Programmes, or nominee.

15. Students may appeal on the grounds set out at GARs, Part K, Section 3, Paragraph 2.

16. Students who appeal may attend such learning and teaching events as are considered necessary for continuing progression provided they have attained the academic pre-requisites to do so. Such attendance shall be without prejudice to the outcome of the appeal.

Section 2: Personal Tutor Policy

1. The University's Personal Tutor Policy represents good academic and pastoral practice which should be adopted for all credit bearing programmes at the University.

2. Each University School must follow this policy but is encouraged to articulate it in their own context and set out any specific additional support and/or process particular to the whole school or a specific programme. This includes setting out the title of the person who performs this function where they are not called a Personal Tutor, e.g. Apprenticeship Coaches.[19]

3. Personal Tutors will be provided with a Personal Tutor handbook and full training on the procedure for each provision in this policy.

The Role of the Personal Tutor

4. A Personal Tutor must be knowledgeable on the following sufficiently well in order to:

   (a) provide general support and assist a student with their academic development;

   (b) advise the student on the structure of the programme(s) the student is studying including alternative faculty member(s) or staff to whom a student can be referred if necessary;

   (c) provide advice on the University General Academic Regulations particular to the programme(s) of their students;

   (d) provide general advice on a student's academic progress, and identify any problems and initiate action where a general lack of progress is indicated. Where a Personal Tutor believes that a student is at risk of failing a module, the programme leader shall be notified;

   (e) advise on specific academic regulations specific to the programme(s) their students are studying, including but not limited to the number of sits of each assessment that a student is able to take, the time limit for completing the programme, attendance requirements and the teaching and exam timetables;

   (f) advise the student on the process including time limits for mitigating applications, appeals, deferrals and interruptions of studies;

   (g) be aware of the functions of the following central support services and how a student is able to engage with them:
      a. Counselling;
      b. Learning Support;
      c. English Language support;
      d. Student Records;
      e. Careers;
      f. Library;

[19] The LLB programme is excluded from this policy. It is currently being taught out in its current form and special arrangements have been made to cater for the particular needs of its students.

g. IT support;
h. International Advice Team;
i. Students' Association;
j. Tier 4 visas;
k. Finance;
l. Graduation.

(h) direct students to other sources of specialised academic, professional, or pastoral support.

(i) provide references on request.

Access to a Personal Tutor

5. A student must be offered an opportunity to meet with their Personal Tutor at the start of each academic year of their programme. This initial meeting must be offered for a date no later than six weeks from the start of the first day of the academic year of the relevant programme. Students are not obliged to attend this meeting but are expected to indicate whether they will attend or not.

6. Students may request further meetings as the need arises.

7. Meetings may take place in person, online or by telephone. A student may request a face to face meeting in preference to online or telephone but must appreciate that it may result in a longer time before a meeting can be accommodated.

8. A record (Personal Tutor log) will be maintained of all Personal Tutor meetings with the date of each meeting. No personal or academic information will be recorded on this log though this may be stored securely elsewhere.

9. A student is entitled to a Personal Tutor from the start date of their programme until the completion of their programme.

10. If the member of faculty acting as a Personal Tutor leaves, their tutees will be allocated a replacement and informed at the earliest opportunity.

References

11. A student may ask a Personal Tutor for two different types of reference: professional or academic.

a) A professional reference is one that a student requires for entry to a regulated profession such as (and not limited to) a Call to the Bar letter required by the Inns of Court, a letter to the SRA for admission to the Roll of Solicitors or a letter to the NMC for entry to the register of Nurses. A Personal Tutor is not obliged to provide a professional reference but may do so at their sole discretion.

b) An academic reference is one that a student requires for any purpose other than a professional reference as set out above.

c) Where a student is entitled as of right to a Personal Tutor and gives at least 5 working days' notice, a reference will be supplied;

d) Where a student is entitled as of right to a Personal Tutor and gives at less than 5 working days' notice, a reference may be supplied at the sole discretion of the Personal Tutor;

e) Where a student is no longer entitled to a Personal Tutor, all reference requests are at the discretion of the faculty member.

Section 3: Rules and Procedures for Suspension of Registration and the Granting of Interruption of Studies

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part F, Paragraphs 47 and 48. These procedures should be read in conjunction with the General Academic Regulations on Admission and Registration.

2. Under the General Academic Regulations a student has the right to apply for permission to suspend their registration from a programme of study. The maximum period of suspension of registration shall be as defined in the General Academic Regulations (GARs, Part F, Paragraphs 47-49).

3. Students who absent themselves from BPP University without approval may be subject to the Academic Progress and Discipline Regulations (GARs, Part G).

4. Suspension of registration shall be called Interruption of Studies. Interruption of studies is defined as a period of approved absence from the programme of study where a date for re-entering the programme at an appropriate point has been approved by the Head of Programmes.

5. Interruption of studies requests must be supported by evidence of the last date of attendance or engagement.

6. Reasons for granting an interruption of studies may include:

   (a) ill-health of a serious or extended nature;

   (b) financial hardship where the student is unable to meet their fee payments or otherwise needs to return to employment;

   (c) maternity and paternity leave or parental duties of a similarly demanding kind;

   (d) significant compassionate grounds;

   (e) changes of a significant nature to the employment commitment of part-time students.

7. Permission to interrupt or extend the period of an interruption of studies must not be granted if the length of the student's programme of study will thereby exceed the maximum period for completion of the programme specified in the General Academic Regulations (GARs, Part C, Table 1) and impact on funding will be assessed.

8. Notwithstanding 6 above, under exceptional circumstances a student may make an application for an interruption of studies to take effect retrospectively[20] which will be considered by Programme Teams and the Finance Team, where there is objective and authoritative evidence of significant impairment and where the interruption of studies includes an arrangement to repeat the

[20] If the student has been withdrawn and then a retrospective IOS is submitted, the IOS cannot override the withdrawal and the student cannot be reinstated.

programme from the point at which the interruption of studies takes effect. In such cases any examinations or assessments taken during the period covered by the interruption of studies shall be void. These will be considered on a case-by-case basis.

Marks and Grades

9. A student who interrupts their study shall carry forward all assessment results that the student had obtained prior to the commencement of the period of their interruption of studies.

10. A student who is permitted to interrupt their study for reasons which may have also adversely affected the student's performance in a previous examination or assessment, but which is not covered by the period of the interruption of studies, may make a concession application to the board of examiners in accordance with the Rules on Mitigating Circumstances and Concessions.

11. A student may take any examinations or assessments whether first sits or resits only after returning to the programme.

12. A student who has failed a module or stage of a programme and wishes to interrupt their studies and who has not been granted a concession or an appeal must carry forward the failed marks. On returning to the programme any examinations or assessments which are resat shall be capped at the pass mark.

13. Where a programme is amended during the course of a student's interruption of studies the student shall be required to return to follow the amended programme and shall be treated as under the regulations of the amended programme for the remainder of their studies. Where a conflict arises, for example because of a change in weighting in the assessment diet, the board of examiners shall be asked to resolve the matter in consultation, if appropriate, with the relevant professional body.

Applications for Interruption of Studies

14. Students must discuss a possible application for an interruption of studies with their Programme Leader. In doing so they should seek advice from their personal tutor on the likely impact of an interruption of studies in relation to such matters as: repeating or recovering learning and assessment opportunities, appropriate times for re-entering the programme, the impact of changes in the syllabus, curriculum and assessment instruments of the programme, ability to complete the programme in the timescales specified in the General Academic Regulations and any financial matters.

15. An application for an interruption of studies must be made on the appropriate form (available from the Student Services tab on the VLE). The student must complete the form and append to it, where appropriate, objective and authoritative evidence that supports the grounds upon which the application is being made. The student must present the form for consideration to the Head of Programmes.

16. The Head of Programmes must record their decision on the form together with:

    (a) the grounds upon which the interruption of studies was granted;

(b) the dates specifying the period of the interruption of studies;

(c) any issues that had been noted that might affect the programme of study to which the student intends to return (see 12 and 13 above);

(d) any conditions for re-entering the programme;

(e) the fees, if any, to be charged;

(f) any action to be taken or applications to be made in relation to examinations or assessments.

17. The Head of Programmes must write to the student confirming their decision and, where an interruption of studies is granted, setting out the details referred to in 16 above.

18. The form must be passed to the Student Records Office so that the student's record may be updated and relevant officers, such as the chair of the board of examiners, informed where necessary. The Student Assessment, Retention and Awards Committee will receive quarterly reports on applications for Interruption of studies and monitor trends.

Re-entry

19. Students will normally be charged the fees pro rata for any part of the programme that is repeated. However, the Dean of School shall have discretion to waive fees where they consider there are strong reasons for doing so.

20. Where the period of interruption of studies has been granted for a term or more, the student must confirm in writing their intention to return at least four weeks in advance of the intended return date. In the letter, the student must also confirm that they are fit to return and provide medical or other evidence as appropriate where it was a condition of re-registration to do so. In some instances a student may benefit from support from the Fitness to Study process. This should be considered by the programme leader.

Appeals

21. A student shall have 15 working days in which to lodge an appeal, where an application to interrupt their studies is:

(a) refused; or

(b) the length of the period of the interruption of studies applied for is changed; or

(c) the conditions specified to re-enter the programme are in dispute; or

(d) permission to re-enter is refused because of failure to meet the conditions specified.

22. Appeals shall be lodged in writing and shall be considered by the relevant Dean of School. There is no prescribed form for the appeal.

23. The Dean of School shall consider the report of the application and receive any submissions from the student.

24. The Dean of School shall, within 15 working days, determine whether the appeal shall be upheld and if so what the period and/or conditions of the interruption of studies shall be.

25. The decision of the Dean of School shall be final and no further submissions shall be considered.

Section 4: Termination of Registration

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part F, Paragraph 56.

Introduction

2. The University reserves the right to terminate the registration of any student on academic grounds, the loss of immigration status and the right to study in the UK or where the student is in debt to the University.

Termination of Registration of a Student on Academic Grounds

3. In the case of serious or persistent failure to meet academic requirements during a programme of study, the Head of Programmes may issue to a student a written warning of failure to meet academic requirements and the intention to terminate their registration;

4. The letter must state:

   (1) the grounds on which termination of registration will be invoked;

   (2) the action the student should take to redeem academic progress and avoid the termination of registration;

   (3) the period within which that action must be taken;

   (4) the date upon which termination of registration will be enacted.

5. If the student fails to redeem, within the period specified, their academic progress in accordance with the requirements specified in the written warning, the Head of Programmes must confirm in writing to the student and the Dean of School that the student's registration has been terminated. On receipt of the letter the Dean of School, or nominee, will revoke all rights, privileges and facilities accorded to students of the University and inform other relevant departments including Finance, Library, IT, Student Records, Examinations and Assessment, and, if appropriate Visa Compliance.

6. Where a student finally fails to satisfy a board of examiners of the minimum assessment requirements for progression between stages of a programme, the termination of the students registration shall, subject to applications under the rules for mitigating circumstances or appeal, follow as a consequence of the board of examiners confirmation of that failure. In such cases the Dean of School, or nominee, shall write to the student confirming termination of their registration, updating the student's record accordingly, and informing such other relevant departments as set out in 5 above.

Termination of Registration Because of Loss of Immigration Status and the Right to Study in the UK

7. Where a student fails to meet either academic progress requirements, or attendance requirements or otherwise loses or jeopardises their immigration status and right to study in the UK, the University shall terminate the student's registration.

8. The Dean of School, or nominee, shall liaise with the Visa Compliance Officer on cases which affect the Tier 4 visa status of a student. On confirmation from the Visa Compliance Officer that the student's Tier 4 visa status has been compromised the Dean of School, or nominee, shall write to the student confirming the termination of their registration and shall amend the student record accordingly. The Visa Compliance Officer shall inform such other external parties as required by legislation.

Termination of Registration Because of Debt to the University

9. The University reserves the right to suspend or terminate the registration of any student who is in debt to the University.

10. The registration of any student who is in debt to the University may be suspended or terminated by the Dean of School provided that the Dean of School has received confirmation that:

    (1) the student has been informed in writing by the appropriate finance officer of the payment due to the University and has been given reasonable notice of the date by which payment was due; and

    (2) the student has been informed in writing that failure to pay the outstanding debt would lead to the Dean of School being advised of grounds for suspension or termination of registration of the student; and

    (3) the student has failed to pay by the due date the sum due.

11. In cases where the Dean of School suspends or terminates the registration of a student in debt, the student will be notified in writing by the Dean of School, or nominee, within five working days of the decision being taken.

Right of Appeal

12. A student wishing to appeal the decision reached under the provisions of paragraphs 5 to 11 may do so to the Academic Appeals Board under GARs, Part K, Section 3.

13. It should be noted that, where a student's registration is terminated on academic grounds in the course of an academic session, they will not normally be entitled to any refund of fees paid for the terms up to, and including, the term in which the decision to terminate registration was made.

Section 5: Student Discipline Policy

1. The University is committed to providing a learning and teaching environment in which all students can achieve their full potential and in which they can study safely and without being adversely affected by the conduct of other students. Every student, therefore, has a duty to the University, its staff students and representatives to maintain appropriate standards of behaviour and to refrain from causing damage, in any way, to its property or reputation, or to impede or harm the effective operation of the University or its staff. Any breach of these duties will constitute a disciplinary offence.

Disciplinary Offences

2. A failure to maintain an appropriate standard of behaviour will be treated as a disciplinary offence.

3. Disciplinary offences include:

   (a) criminal offences;
   (b) matters which endanger the health or safety of others;
   (c) matters which may bring the University into disrepute;
   (d) matters which interfere with the effective operation of the University;
   (e) insulting and disrespectful treatment of staff, students or visitors;
   (f) behaviour which disrupts other students' study;

4. Examples include but are not limited to:

   (a) discriminatory conduct and behaviour, including racial or sexual harassment;
   (b) violent, indecent, disorderly, threatening or offensive behaviour or language (whether expressed orally, in writing or electronically);
   (c) vocal or active incitement of violence in order to promote political, religious, philosophical or other beliefs including views which undermine the rule of law, individual liberty and democracy;
   (d) fraud, deceit, falsification of documents, deception or dishonesty in relation to the University or its staff
   (e) disregard of safety regulations;
   (f) damage to or misappropriation of University property;
   (g) serious incapacity through alcohol or illegal drugs;
   (h) disruption of examinations and assessments or disregard of examination or assessment rules;
   (i) behaviour incompatible with relevant codes of professional conduct;
   (j) failure to comply with Library and Information Services Regulations;
   (k) disruption of University hearings;
   (l) making false, frivolous, malicious or vexatious complaints;
   (m) doing, or failing to do, anything which thereby causes the University to be in breach of a statutory obligation.

The Procedure to be Followed

5. Disciplinary offences will be subject to the procedures set out in this policy except for the following:

(a) Any allegation of academic malpractice in examinations and assessment must be made and investigated in accordance with the University's Academic Malpractice Regulations.

(b) Where a student wishes to complain of a disciplinary offence committed by another student they should do so in accordance with the Student Complaints Policy and Procedure.

(c) Where the University believes that a criminal offence may have been committed it may at any time refer the matter to the police instead of, or in addition to, the initiation of disciplinary proceedings.

Disciplinary Procedure

Initial Allegation

6. An allegation that a student has committed a disciplinary offence shall be made to the relevant programme leader, or nominee, who will undertake a preliminary investigation, as soon as possible and normally within 10 working days, to determine whether there is a case to answer. If the programme leader determines that there is a case to answer they will require the student to attend a meeting, normally within a further 5 working days. The programme leader will set out the allegation in writing to the student at least three working days before the hearing, and invite the student to provide evidence to rebut the allegation. Where the student submits evidence in advance of the hearing which conclusively rebuts the allegation the programme leader may cancel the hearing and dismiss the case.

7. At the meeting the programme leader will review the allegation in the light of the evidence and hear any representations from the student. The student may be accompanied at the meeting by a friend or representative unconnected with the allegation. The hearing will be recorded and the recording may be made available in any later proceedings.

Decision

8. The programme leader may decide that the:

(a) matter should not be the subject of further action; or,

(b) student be admonished orally but without record; or

(c) student be given a written warning that any further disciplinary offence may result in the application of a penalty. The written warning will form part of the student's University record; or

(d) matter is sufficiently serious to warrant review by the Proctor[21], or nominee.

9. The programme leader shall inform the student of their decision in writing within three working days of the hearing.

[21] The Proctor is the officer responsible for discipline within the University. The Proctor shall be supported by Pro-Proctors who shall hear disciplinary cases. Pro-Proctors will not normally hear cases from within their own School. The role of the Proctor shall be assumed by the Deputy Vice-Chancellor.

10. If under 8(c) the student refuses to accept the written warning the case shall be referred to the Proctor. The Proctor shall have the right to waive the warning and impose such other penalty as they see fit.

11. Where the case is referred to the Proctor the programme leader shall, within 5 working days, provide the Proctor with a report on the case and the evidence that has been made available to date. The Proctor, or nominee, shall consider the report and may call for such other information or evidence as they see fit. The Proctor, or nominee, shall write to the student within ten working days of receiving the programme leader's report to invite them to make representations, to review any further evidence called for by the Proctor, or nominee, and to invite them to a hearing. Where the student declines or fails to respond or to attend the hearing the case shall be reviewed on the papers.

12. Where the student elects to attend a hearing the protocol on hearings shall apply. The student shall have the right to review the evidence provided in the case at least two days prior to the hearing. The student may be accompanied at the hearing by a friend or colleague unconnected with the case. The programme leader will present the case on behalf of the University.

13. The Proctor, or nominee, shall inform the student of their decision within three working days of the hearing. The Proctor, or nominee, may determine:

    (a) That the allegation is unfounded and dismiss the case; or,
    (b) That there is insufficient evidence and dismiss the case; or,
    (c) That there is sufficient evidence to support the allegation and to apply one or more of the following penalties:

        (i) administer an oral reprimand;
        (ii) administer a written warning;
        (iii) require the student to write an approved apology to any wronged party.
        (iv) administer a suspension of specified privileges for a specified period that does not exceed one semester (this may include suspension from the University Library, computing facilities, particular premises, placements);
        (v) require the student to make good in whole or in part, the cost of any damage caused;
        (vi) exclude the student from all or specified parts of the University;
        (vii) expel the student from the University (see 22 below);
        (viii) report the matter to the student's professional body.

Appeal against Decision

14. The student shall have the right to appeal against the decision of the Proctor to the Academic Appeals Board as set out at MoPPs, Part K, Section 3.

Exclusion

15. A student may be excluded by the Dean or any Head of Programmes:

    (a) pending the outcome of proceedings under this Code; and/or

(b) where a criminal charge has been brought against the student or they are the subject of a police investigation.

16. Exclusion may be total or partial.

17. Total exclusion bars the student from the course and from University premises and activities. It may be qualified by allowing the student to attend for specific purposes such as assessment.

18. Partial exclusion bars the student from specified classes or activities or from parts of the premises.

19. An exclusion order may place a ban or restriction on contact with a named person or persons.

20. Exclusion will only be ordered where it is necessary in order to protect a member of the University or to prevent serious disruption to the effective running of the University. Normally an exclusion order will not be made without the student concerned having an opportunity to make representations. Where in cases of extreme emergency they have not had that opportunity, they will be entitled to make representations within the next 5 working days of making the exclusion order.

21. Where a student is excluded, they will be given written reasons for the suspension.

Effect of Expulsion

22. Where a student is expelled from the University they will not be entitled to:

(a) any refund of fees already paid; or

(b) be admitted to any other University course, and will remain liable to pay any fees which are still outstanding.

Part H: Examination and Assessment

Section 1: Assessment Rules: Postgraduate Awards: September 2018 onwards

Authority

1. These rules and procedures support the General Academic Regulations (GARs), Parts C (Programmes of Study), H (Examination and Assessment) and I (Boards of Examiners).

2. These regulations apply to students of the University registered on programmes commencing in or after September 2018.

Definitions: Assessment Elements and Assessment Components

3. The assessment for a module may comprise one or more than one assessment instruments (e.g. an unseen examination, and/or an oral presentation and/or a coursework essay).

4. Assessment Element: an assessment element is an assessment instrument the result of which is aggregated with the result(s) of other assessment instruments to give the final module result. The student is deemed to have passed the module if the overall mark is a pass, irrespective of whether or not an individual assessment element has been failed.

   *Example 1: A module comprises two, equally weighted **assessment elements**: an unseen examination and a presentation. A student scores 60% in the unseen examination and 40% in the presentation. The aggregated mark is 50% therefore the student has passed the module.*

5. Assessment Component: an assessment component is an assessment element that as well as being aggregated with other assessment elements must be passed in its own right.

   *Example 2: A module comprises two, equally weighted **assessment components**: an unseen examination and a presentation. A student scores 60% in the unseen examination and 40% in the presentation. The aggregated mark is 50%, however both components must be passed, therefore the student has failed the module and must resit the presentation.*

Classification

6. There shall be four classifications for postgraduate awards: distinction, merit, pass and fail.

7. The pass mark for all assessments is 50%.

8. A merit classification is awarded when marks fall between 60% and less than 70%*.

*The University employs a mathematical rounding convention to the nearest whole number from two decimal places.

9. The threshold mark for the award of a distinction is 70%*. The conditions under which a distinction may be awarded are set out below.

Conditions for the Award of a Postgraduate Certificate

10. Candidates shall be awarded a Postgraduate Certificate where they have:

(a) completed an approved programme of taught modules amounting to 60 credits, and

(b) obtained a mark of at least 50% in each assessment to include all assessment components of each module.

Conditions for the Award of a Postgraduate Diploma

11. Candidates shall be awarded a Postgraduate Diploma where they have:

(a) completed an approved programme of taught modules amounting to 120 credits, and

(b) obtained a mark of at least 50% in each assessment to include all assessment components of each module.

Conditions for the Award of a Taught Masters

12. Candidates shall be awarded a Master's degree where they have:

(a) completed an approved programme of modules amounting to 180 credits; and

(b) obtained a mark of at least 50% in each assessment to include all assessment components of each module.

Conditions for the Award with Merit

13. Candidates shall be eligible for the award with merit where they have:

(a) satisfied the conditions for the relevant award and;

(b) achieved an aggregated, weighted percentage mark between 60% and less than 70%*.

Conditions for the Award with Distinction

14. Candidates shall be eligible for the award with distinction where they have:

(a) satisfied the conditions for the relevant award and;

(b) achieved an aggregated, weighted percentage mark of 70%* or above.

Aggregation of Marks

15. Each module mark shall contribute towards the overall mark for the award according to the credit value of the module divided by the total credit value of

the award. For example, a mark of 50% on a 30 credit module in a 180 credit award would be calculated as 50 x 1/6.

16. Each assessment component mark contributing towards the overall mark for the module shall be calculated according to the weighting prescribed for the individual assessment component. For example, where there is an unseen examination weighted 60% of the module assessment and an essay weighted 40% of the module assessment the mark for the examination would be multiplied by 3/5 and the essay by 2/5.

17. The aggregated, weighted percentage mark (AWPM) is the average mark the candidate obtains across all the programme modules (with each module weighted in proportion to its credit). The AWPM shall be rounded up or down to the nearest whole number.

Re-assessment of Failed Assessment(s)

18. A student who fails one or more assessment component(s) will only be reassessed in the failed assessment component(s).

19. A student who fails an element of an assessment but passes the module overall shall not be required to be reassessed in that element.

20. A student who fails an element of an assessment and fails the module overall will be reassessed in all elements of the assessment.

21. A student shall be permitted three attempts at each assessment component; one first sit and two resits. Further attempts may only be permitted in accordance with the regulations on appeals and the rules on concessions.

22. Where a student resits and passes an assessment component the component mark shall be capped at the pass mark. The capped mark shall be aggregated with the original mark(s) of the other component(s) and the aggregated mark shall appear on the transcript.

23. Where permitted in the programme handbook, coursework submitted for summative assessment that has been failed by the examiners may be revised and resubmitted by the student following feedback.

Condonation

24. A student may be condoned by the Board of Examiners once in one module where the student has:

    (1) achieved a mark in the range 45%-49%; and,
    (2) has no other fail marks; and
    (3) has otherwise met the intended learning outcomes of the module.

25. Condonation shall not be applied to:

    (1) programmes of fewer than 120 credits;
    (2) modules greater than 30 credits;
    (3) modules comprising a research project;

(4) modules listed as core[23] or otherwise excluded in the programme regulations.

26. Condonation of assessment components: where the assessment of a module comprises more than one assessment component, all assessment components must be within 5 marks of the pass mark, i.e. for undergraduate awards - 35% and for postgraduate awards - 45%.

27. Condonation will be granted prior to the final Board of Examiners where the student has exhausted all permitted attempts at the assessment and would otherwise be required to withdraw permanently from the University.

28. If a student chooses to have the mark condoned after their first attempt, they will not be permitted to then re-sit it at a later stage if permitted by programme regulations.

Anonymity

29. All student work submitted for assessment for postgraduate awards shall be anonymised for the purposes of marking except where the form of presentation precludes such anonymisation e.g. personal presentation and performance. All items of assessment should be identified by candidate number only.

Word Length

30. Where an assessment carries a maximum word length, the number of words in an assessment shall be calculated in accordance with the principles stated in the Programme Handbook or assessment rubric provided to students in advance of that assessment.

31. Words in excess of the stipulated word limit for an assessment shall not be marked.

Confidentiality

32. A student's assessment results shall be confidential to the student concerned unless that student grants permission to release the results to a third party.

Professional Body Requirements

33. Where the regulations of a Professional or Statutory Regulatory Body do not prevent it, students shall be afforded the opportunity to resit or repeat modules to achieve professional accreditation, but, for the avoidance of doubt, any BPP University award will be governed by regulations 1-32 above.

Fees

34. The University may apply fees for resits as it sees fit. Such fees shall be published by September 1st each year.

[23] Core modules shall be specified in the Programme Regulations at the time of validation. Core modules are different to compulsory modules which may be condoned, if permitted by the Programme Regulations (e.g. level 4 modules).

Section 2: Assessment Rules: Undergraduate Awards: September 2013 onwards

Authority

1. These rules and procedures support the General Academic Regulations (GARs), Parts C (Programmes of Study), H (Examination and Assessment) and I (Boards of Examiners).

2. These regulations apply to students of the University registered on undergraduate degree programmes commencing in or after September 2013. Separate regulations have been published governing postgraduate programmes.

Definitions: Assessment Elements and Assessment Components

3. The assessment for a module may comprise one or more than one assessment instrument (e.g. an unseen examination, and/or an oral presentation and/or a coursework essay).

4. Assessment Element: an assessment element is an assessment instrument the result of which is aggregated with the result(s) of other assessment instruments to give the final module result. The student is deemed to have passed the module if the overall mark is a pass, irrespective of whether or not an individual assessment element has been failed.

   *Example 1: A module comprises two, equally weighted **assessment elements**: an unseen examination and a presentation. A student scores 50% in the unseen examination and 30% in the presentation. The aggregated mark is 40%, therefore the student has passed the module.*

5. Assessment Component: an assessment component is an assessment element that as well as being aggregated with other assessment elements must be passed in its own right.

   *Example 2: A module comprises two, equally weighted **assessment components**: an unseen examination and a presentation. A student scores 50% in the unseen examination and 30% in the presentation. The aggregated mark is 40%, however both components must be passed, therefore the student has failed the module and must resit the presentation.*

Level and Credit Requirements for Undergraduate Awards

6. Bachelor's Degree

   A Bachelor's degree will comprise 360 credits in three stages of 120 credits each:

   i) Stage 1 will comprise modules at level 4 or above;
   ii) Stage 2 will comprise modules at level 5 or above;
   iii) Stage 3 modules will be at level 6.

8. Diploma

A Diploma will comprise 240 credits in two stages of 120 credits each:

i) Stage 1 will comprise modules at level 4 or above;
ii) Stage 2 modules will be at level 5 or above.

9. Certificate

A Certificate will comprise 120 credits of modules at level 4 or above.

Pass Mark

10. The pass mark shall be 40%.

11. Where condonation is applied a student must have achieved a mark in the assessment to be condoned within the range 35% to 39%.

Conditions for the Award of a Bachelor's Degree

12. Honours Degree

Candidates shall be awarded a Bachelor's Degree (Honours) where they have

(a) completed an approved programme of study amounting to at least 360 credits as prescribed in regulation 6 above; and

(b) obtained a mark of at least 40% in each assessment to include all assessment components of each module.

13. Ordinary Degree

Candidates shall be awarded an Ordinary Bachelor's Degree where they exit from an undergraduate degree programme having:

(i) completed at least 300 credits but fewer than 360 credits of a bachelor's degree programme; of which a 120 credits are at level 5 or above and a minimum of 60 credits are at level 6.

(ii) obtained a mark of at least 40% in each assessment to include all assessment components of modules amounting to at least 300 credits.

14. Calculation of Overall Percentage Mark for an Undergraduate Degree

(1) Stage 1 of the degree must be passed but shall not count towards the weighting of the final classification.

(2) The student's overall percentage mark for an undergraduate degree will be calculated according to the credit weightings of each module undertaken at stages 2 and 3. Modules undertaken at stage 1 will not count towards the overall percentage mark. Modules taken at stage 2 shall be weighted at 40% of the overall degree and modules taken at stage 3 shall be weighted at 60% of the overall degree. This ratio (0/4/6) shall apply irrespective of the total number of credits in the award.

Classification

15. Students awarded an honours degree will be awarded the highest classification for which they are eligible. Ordinary degrees and Certificates and Diplomas of Higher Education will not be classified but the student's aggregated final mark will be indicated.

16. First class honours

A student who obtains:

(i) an overall aggregate mark of at least 70%;
or
(ii) an overall aggregate mark of at least 68%; and

a mark of at least 70% in modules worth at least half the credits undertaken at stage 3, or at stage 4 for integrated programmes;

is eligible for a first class honours degree.

17. Second class honours upper division

A student who obtains:

(i) an overall aggregate mark of at least 60%;
or
(ii) an overall aggregate mark of at least 58%; and

a mark of at least 60% in modules worth at least half the credits undertaken at stage 3, or at stage 4 for integrated programmes;

is eligible for a second class honours degree upper division.

18. Second class honours lower division

A student who obtains:

(i) an overall aggregate mark of at least 50%;
or
(ii) an overall aggregate mark of at least 48%; and

a mark of at least 50% in modules worth at least half the credits undertaken at stage 3, or at stage 4 for integrated programmes;

is eligible for a second class honours degree lower division.

19. Third class honours

A student who obtains an overall aggregate mark of at least 40% is eligible for a third class honours degree.

Conditions for the Award of a Certificate or Diploma in Higher Education

20. Conditions for the award of a Diploma in Higher Education

Candidates shall be awarded a Diploma in Higher Education (Diploma) where they have:

(a) completed an approved programme of study containing modules amounting to at least 240 credits (comprised of 120 at Level 4 and 120 at Level 5) as prescribed in regulation 7 above; and

(b) obtained a mark of at least 40% in each assessment component of each module.

21. Calculation of Overall Percentage Mark for a Diploma

A student's overall percentage mark for the Diploma will be calculated according to the credit weightings of each module. The results of stages 1 and 2 shall be weighted 40:60 in the calculation of the overall mark.

22. Conditions for the award of a Certificate in Higher Education

Candidates shall be awarded a Certificate in Higher Education (Certificate) where they have:

(a) completed an approved programme of study containing modules amounting to at least 120 credits as prescribed in regulation 8 above; and

(b) obtained a mark of at least 40% in each assessment component of each module.

23. Calculation of Overall Aggregate Mark for a Certificate

A student's overall aggregate mark for the Certificate will be calculated according to the credit weightings of each module.

Re-assessment of Failed Assessment(s)

24. A student who fails one or more assessment component(s) will only be reassessed in the failed assessment component(s).

25. A student who fails an element of an assessment but passes the module overall shall not be required to be reassessed in that element.

26. A student who fails an element of an assessment and fails the module overall will be reassessed in all elements of the assessment.

27. A student shall be permitted three assessment attempts at each module component[24]; one first sit and two resits. Further attempts may only be permitted in accordance with the regulations on appeals and the rules on mitigating circumstances and concessions.

[24] Where a module assessment is comprised of two or more elements, the sum of the elements becomes the component. Consequently, where the overall mark is a fail, all the assessment elements for the module should be re-sat in total.

28. Where a student resits and passes an assessment component the component mark shall be capped at the pass mark. The capped mark shall be aggregated with the original mark(s) of the other component(s) and the aggregated mark shall appear on the transcript.

29. Where permitted in the programme handbook, coursework submitted for summative assessment that has been failed by the examiners may be revised and re-submitted once by the student following feedback.

Progression

30. A student may be permitted to progress from term to term or stage to stage carrying failure in up to 30 credits but must attempt to retrieve that failure at the next available assessment sitting.

Condonation

31. A student who completes an undergraduate degree or a Diploma in Higher Education may be condoned by the Board of Examiners twice:

    (1) once in one module at stage 1 where the student has achieved a mark in the range 35%-39%, has otherwise met the intended learning outcomes and has no other failed modules; and,

    (2) once in one module at either stage 2 or stage 3 where the student has achieved a mark in the range 35%-39%, has otherwise met the intended learning outcomes and has no other failed modules at stage 2 or 3.

32. A student who completes a Certificate in Higher Education may be condoned by the Board of Examiners once in one module at stage 1 where the student has achieved a mark in the range 35%-39%, has otherwise met the intended learning outcomes and has no other failed modules.

33. Condonation shall not be applied to:

    (1) modules greater than 30 credits;
    (2) modules excluded by the programme regulations; or,
    (3) programmes of fewer than 120 credits;
    (4) modules listed as core[25] or otherwise excluded in the programme regulations.

34. Condonation of assessment components: where the assessment of a module comprises more than one assessment component all assessment components must be within 5 marks of the pass mark, i.e. for undergraduate awards - 35% and for postgraduate awards - 45%.

35. Condonation will be granted prior to the final Board of Examiners where the student has exhausted all permitted attempts at the assessment and would otherwise be required to withdraw permanently from the University.

[25] Core modules shall be specified in the Programme Regulations at the time of validation. Core modules are different to compulsory modules which may be condoned, if permitted by the Programme Regulations (e.g. level 4 modules).

36. If a student chooses to have the mark condoned after their first attempt, they will not be permitted to then re-sit it at a later stage if permitted by programme regulations.

Professional Body Requirements

37. Where the regulations of a Professional or Statutory Regulatory Body do not prevent it, students shall be afforded the opportunity to resit or repeat modules to achieve professional accreditation, but, for the avoidance of doubt, any BPP University award will be governed by regulations 1-35 above.

Anonymity

38. All student work submitted for assessment shall be anonymised for the purposes of marking except where the form of presentation precludes such anonymisation e.g. personal presentation and performance. All items of assessment should be identified by candidate number only.

Word Length

39. Where an assessment carries a maximum word length, the number of words in an assessment shall be calculated in accordance with the principles stated in the Programme Handbook or assessment rubric provided to students in advance of that assessment.

40. Words in excess of the stipulated word limit for an assessment shall not be marked.

Confidentiality

41. A student's assessment results shall be confidential to the student concerned unless that student grants permission to release the results to a third party.

Fees

42. The University may apply fees for resits as it sees fit. Such fees shall be published by September 1st each year.

Transitionary Arrangements

43. The following transitionary arrangements have been agreed for undergraduate students registered on Bachelor's degrees, HE Diplomas and HE Certificates programmes prior to the introduction of the new assessment regime.

    (a) No changes shall be applied for students who have completed their programme and have failed or are taking resits;

    (b) For students returning to stage 2 of their Bachelor's programmes the new assessment regulations shall come into effect and their stage one shall be weighted as zero;

    (c) For students returning to stage 3 of their Bachelor's programmes the new assessment regulations shall come in to effect, their stage one shall be weighted as zero and their stage two weighted as 40%;

(d) For students returning to stage 2 of their HE Diploma the new assessment regulations shall come into effect and their stage one shall be weighted as 40% and their stage two weighted as 60% of the award;

(e) Where a student claims to have been disadvantaged in their classification by the introduction of the new assessment regime the Director of Programmes or Function may make a case to the Final Examination Board that the student's classification be amended.

44. No changes are proposed for students who would have been part of a current cohort but are deemed to have failed by the Board of Examiners and have had their registration terminated.

Section 3: Assessment Rules: Graduate Certificate and Diploma Awards: September 2014 onwards

Authority

1. These rules and procedures support the General Academic Regulations (GARs), Parts C (Programmes of Study), H (Examination and Assessment) and I (Boards of Examiners).

2. These regulations apply to students of the University registered on programmes commencing in or after September 2014.

Definitions: Assessment Elements and Assessment Components

3. The assessment for a module may comprise one or more than one assessment instruments (e.g. an unseen examination, and/or an oral presentation and/or a coursework essay).

4. Assessment Element: an assessment element is an assessment instrument the result of which is aggregated with the result(s) of other assessment instruments to give the final module result. The student is deemed to have passed the module if the overall mark is a pass, irrespective of whether or not an individual assessment element has been failed.

   *Example 1: A module comprises two, equally weighted **assessment elements**: an unseen examination and a presentation. A student scores 50% in the unseen examination and 30% in the presentation. The aggregated mark is 40% therefore the student has passed the module.*

5. Assessment Component: an assessment component is an assessment element that as well as being aggregated with other assessment elements must be passed in its own right.

   *Example 2: A module comprises two, equally weighted **assessment components**: an unseen examination and a presentation. A student scores 50% in the unseen examination and 30% in the presentation. The aggregated mark is 40%, however both components must be passed, therefore the student has failed the module and must resit the presentation.*

6.

Classification

7. There shall be four classifications for graduate awards: distinction, merit, pass and fail.

8. The pass mark for all assessments is 40%.

9. A merit classification is awarded when marks fall between 60% and 69%.

10. The threshold mark for the award of a distinction is 70%. The conditions under which a distinction may be awarded are set out below.

Conditions for the Award of a Graduate Certificate

11. Candidates shall be awarded a Graduate Certificate where they have:

(a) completed an approved programme of taught modules amounting to, at least, 60 credits, and

(b) obtained a mark of at least 40% in each assessment to include all assessment components of each module.

Conditions for the Award of a Graduate Diploma

12. Candidates shall be awarded a Graduate Diploma where they have:

(a) completed an approved programme of taught modules amounting to, at least, 120 credits, and

(b) obtained a mark of at least 40% in each assessment to include all assessment components of each module.

Conditions for the Award with Merit

13. Candidates shall be eligible for the award with merit where they have:

(a) satisfied the conditions for the relevant award and;

(b) achieved an aggregated, weighted percentage mark between 60% and 69%; or

(c) achieved an aggregated, weighted percentage mark between 58% and 59.5% and have a mark of no less than 60% for at least half the credits for the programme.

Conditions for the Award with Distinction

14. Candidates shall be eligible for the award with distinction where they have:

(a) satisfied the conditions for the relevant award and;

(b) achieved an aggregated, weighted percentage mark of 70% or above; or,

(c) achieved an aggregated, weighted percentage mark between 68% and 69.5% and have a mark of no less than 70% for at least half the credits for the programme.

Aggregation of Marks

15. Each module mark shall contribute towards the overall mark for the award according to the credit value of the module divided by the total credit value of the award. For example, a mark of 40% on a 30 credit module in a 120 credit award would be calculated as 40 x 1/4.

16. Each assessment component mark contributing towards the overall mark for the module shall be calculated according to the weighting prescribed for the individual assessment component. For example, where there is an unseen examination weighted 60% of the module assessment and an essay weighted 40% of the module assessment the mark for the examination would be multiplied by 3/5 and the essay by 2/5.

17. The aggregated, weighted percentage mark is the average mark the candidate obtains across all the programme modules (with each module weighted in proportion to its credit).

Re-assessment of Failed Assessment(s)

18. A student who fails one or more assessment component(s) will only be reassessed in the failed assessment component(s).

19. A student who fails an element of an assessment but passes the module overall shall not be required to be reassessed in that element.

20. A student who fails an element of an assessment and fails the module overall will be reassessed in all elements of the assessment.

21. A student shall be permitted three attempts at each assessment component; one first sit and two resits. Further attempts may only be permitted in accordance with the regulations on appeals and the rules on concessions.

22. Where a student resits and passes an assessment component the component mark shall be capped at the pass mark. The capped mark shall be aggregated with the original mark(s) of the other component(s) and the aggregated mark shall appear on the transcript.

23. Where permitted in the programme handbook, coursework submitted for summative assessment that has been failed by the examiners may be revised and resubmitted by the student following feedback.

Condonation

24. A student may be condoned by the Board of Examiners once in one module where the student has:

    (1) achieved a mark in the range 35%-39%; and,
    (2) has no other fail marks; and
    (3) has otherwise met the intended learning outcomes of the module.

25. Condonation shall not be applied to:

    (1) programmes of fewer than 120 credits;
    (2) modules greater than 30 credits;
    (3) modules comprising a research project;
    (4) modules listed as core[26] or otherwise excluded in the programme regulations.

26. Condonation of assessment components: where the assessment of a module comprises more than one assessment component all assessment components must be within 5 marks of the pass mark, i.e. for undergraduate awards - 35% and for postgraduate awards - 45%.

27. Condonation may be granted prior to the final Board of Examiners where:

[26] Core modules shall be specified in the Programme Regulations at the time of validation. Core modules are different to compulsory modules which may be condoned, if permitted by the Programme Regulations (e.g. level 4 modules).

(1) the student has exhausted all permitted attempts at the assessment and would otherwise be required to withdraw permanently from the University; or,
(2) the student's progression to the next stage of the programme would be delayed and the student elects to be condoned in the failed module.

28. If a student chooses to have the mark condoned after their first attempt, they will not be permitted to then re-sit it at a later stage if permitted by programme regulations.

Anonymity

29. All student work submitted for assessment for postgraduate awards shall be anonymised for the purposes of marking except where the form of presentation precludes such anonymisation e.g. personal presentation and performance. All items of assessment should be identified by candidate number only.

Word Length

30. Where an assessment carries a maximum word length, the number of words in an assessment shall be calculated in accordance with the principles stated in the Programme Handbook or assessment rubric provided to students in advance of that assessment.

31. Words in excess of the stipulated word limit for an assessment shall not be marked.

Confidentiality

32. A student's assessment results shall be confidential to the student concerned unless that student grants permission to release the results to a third party.

Professional Body Requirements

33. Where the regulations of a Professional or Statutory Regulatory Body do not prevent it, students shall be afforded the opportunity to resit or repeat modules to achieve professional accreditation, but, for the avoidance of doubt, any BPP University award will be governed by regulations 1-29 above.

Fees

34. The University may apply fees for resits as it sees fit. Such fees shall be published by September 1st each year.

Section 4: Deferral of Assessment Procedure

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part H, Paragraphs 9 – 15 and Part I, Paragraph 23(b). These procedures should be read in conjunction with the General Academic Regulations on Examination and Assessment and Boards of Examiners.

2. As provided in the General Academic Regulations, Part H, Paragraph 10, "if a student fails to submit work for an assessment component by the deadline or to attend an examination without good cause, the student shall be deemed to have failed the assessment component or examination to which shall be assigned a mark of zero (0)".

3. The Deferral of Assessment Procedure is made in furtherance of the General Academic Regulations as provided in Part H, Paragraph 12.

4. Where a student has received teaching but mitigating circumstances have impaired a student's ability to prepare for a summative assessment, the student may apply to the programme leader, or nominee, to defer the assessment to the next available sitting.

5. The application for a deferral must:

   (a) be made by 12.00 noon the working day[27] before the date of the examination or deadline for the submission of the assessment ;

   (b) be on the prescribed deferral form, available on the Virtual Learning Environment (VLE – 'Student Services - Guidance' tab), from the Student Advice and Guidance team and from the Independent Student Advice Team;

   (c) provide objective and authoritative evidence of the mitigating circumstances relied on to justify the deferral.

6. The programme leader, or nominee, on the evidence submitted, has discretion to grant or refuse to grant a deferral to the next sitting of the assessment and the deferral cannot be extended without any further application. Assessments will be marked as per the Marking Policy in Part H, Section 12.

7. In exercising their discretion the programme leader, or nominee, must be satisfied that:

   (a) the illness or other good cause would render the student unfit to enter the assessment; and

   (b) that the illness or other good cause would either:

      (i) have a significant and adverse impact on the student's performance to undertake the assessment; or

      (ii) would prevent the student from sitting the assessment.

[27] A working day is defined as Monday to Friday, excluding weekends and public holidays.

8. Where the programme leader or nominee, is satisfied that the above conditions have been met, the student will be withdrawn from the assessment and deferred.

9. The University aims to process deferral applications by 18.00 on the day before the assessment. If a student has not received confirmation of their deferral prior to the assessment, they should assume that it has not been granted and should therefore expect to sit the assessment.

10. Where an application for a deferral is received after the deadline, defined as 12.00 noon the working day[28] before the date of the assessment, at the latest, a student will be required to submit a mitigating circumstances application. The Rules on Mitigating Circumstances and Concessions are made in furtherance of the General Academic Regulations as provided in Part H, Section 6 below.

11. Where a condition is enduring, (viz. is lasting for 12 months or more) candidates with learning difficulties and/or disabilities are encouraged to disclose to the Learning Support Office in order to access an agreed and signed Learning Support Agreement which includes recommendations for examination concessions. This is required at least one month before the date of the assessment to ensure that any reasonable adjustments are considered and accommodated. In all cases evidence from a GP, Doctor or Consultant, Educational Psychologist, specialist Specific Learning Difficulties (SpLD) tutor and/or Needs Assessment Centre report will be required in accordance with the criteria set out in the Learning Support Policy.

12. The programme leader shall record the deferrals on the tracker and make these available to the Examinations Team.

13. A student is required to submit a separate deferral application for each assessment, except where a student is required to take one or more assessments within the same assessment period, in which case one deferral application can cover multiple assessments.

14. Where an examination or single assessment is in two parts, e.g. the Litigation examination on the LPC, a student cannot defer only part of the assessment.

15. A student is expected to complete their programme in accordance with the time limits of their expected programme end date[29]. Where a deferral extends the assessment period beyond the expected programme end date, the maximum period within which assessments can be taken is 12 months from the programme end date. Where a subsequent deferral application would extend the assessment period beyond 12 months, the deferral cannot be granted and a student must be referred to a Fitness to Study Review.

16. Students making an application for two resit deferrals of the same assessment will be referred to a Fitness to Study Review, see Part G, Section 6.

[28] A working day is defined as Monday to Friday, excluding weekends and public holidays.
[29] An end date is the date set for completion of the learning activities leading to the qualification (it is not the maximum period allowed for completion of assessments).

Section 5: Extension of Deadline Date for Assessments Procedure

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part H, Paragraphs 9 – 15 and Part I, Paragraph 23(b). These procedures should be read in conjunction with the General Academic Regulations on Examination and Assessment and Boards of Examiners.

2. The Extension of Deadline Date for Assessments Procedure is made in furtherance of the General Academic Regulations as provided in Part H, Paragraph 11.

3. Where a student considers that because of illness or other good cause there are valid reasons for seeking an extension to the deadline for handing in an assessment the student may apply to the programme leader, or nominee, for an extension of the deadline.

4. Students with active Learning Support Agreements can negotiate extensions to coursework in certain circumstances where the Learning Support Office and the Programme Leader are satisfied that such an agreement does not place the student at an unfair advantage nor compromises academic standards.

5. The programme leader, or nominee, on the evidence submitted, has discretion to grant or refuse to grant an extension of up to three calendar days to the assessment deadline for full-time students or up to five calendar days for part-time students and/or for modules worth 40 credits and above, unless a Learning Supporting Agreement is in place that provides for a longer extension.

6. The application for an extension must be:

   (a) received by 12.00 noon on the last working day[30] before the deadline;

   (b) on the prescribed Extension Form, available on the Virtual Learning Environment (VLE – 'Student Services - Guidance' tab); and,

   (c) accompanied by authoritative and objective evidence of the mitigating circumstances relied on.

7. In exercising their discretion, the programme leader, or nominee, must be satisfied that the illness or other good cause would prevent the student from completing and submitting the assessment within the timeframe permitted for the assessment. Where the programme leader, or nominee, is satisfied that this condition has been met a new submission deadline will be set.

8. Students are required to complete their programme in accordance with the time limits, extensions do not extend beyond the expected programme end date[31].

[30] A working day is defined as Monday to Friday, excluding weekends and public holidays.
[31] An end date is the date set for completion of the learning activities leading to the qualification (it is not the maximum period allowed for completion of assessments).

Section 6: Rules on Mitigating Circumstances and Concessions

Authority

1. These rules and procedures derive from the General Academic Regulations (GARs), Part H, Paragraph 15. These procedures should be read in conjunction with the General Academic Regulations on Examination and Assessment.

Definition

2. Mitigating circumstances are defined as unforeseeable and unavoidable circumstances that may have a detrimental effect on academic performance.

3. A concession is the acceptance on the part of an authorised body[32] that mitigating circumstances, supported by objective and authoritative evidence, have affected a student's summative assessment and the voiding of that assessment attempt. The granting of a concession will not result in any increase in marks.

4. The University encourages students who do not consider themselves fit to sit an examination or who believe that an assessment would be impaired because of unforeseen and unavoidable circumstances outside their control, to use the procedures open to them such as deferral of an assessment or an extension of the deadline for submission, in advance of the examination or assessment.

Fit to Sit Policy

5. Students who attend an examination (regardless of whether they have begun writing their answers or leave an examination early) or submit an assessment are deemed fit to sit their examination or assessment.

6. By sitting an examination (regardless of whether they have begun writing their answers or leave an examination early), students are declaring themselves fit to sit and may not submit a mitigating circumstances application unless:

   (1) they are affected by unforeseen circumstances beyond their control after opening their examination paper but before the end of the examination; or

   (2) they are subsequently diagnosed as having been suffering from a condition at the time of the assessment of which, for a reason supported by evidence, they were unaware at the time of the assessment; or

   (3) at the time of submitting or sitting and assessment they were suffering from a condition which impaired their ability to make a rational judgement as to their ability to sit or submit the assessment.

   In all the above cases the student must believe that these circumstances affected their performance in the assessment and in each case they must provide objective and authoritative evidence of their condition.

[32] An authorised body means a Regulation and Compliance Officer or the Mitigating Circumstances Panel.

Stage 1: Submission of a Mitigating Circumstances Application

7. A student may make an application where they believe that their assessment has been adversely affected by unforeseen circumstances beyond their control. Students may make such an application:

   (a) if the circumstances prevent the student from undertaking all or part of an assessment task;

   (b) subject to paragraph 4 above, if the assessment task is completed, but the student believes that the mitigating circumstances have had a detrimental effect on the standard of work presented for assessment.

8. To submit a mitigating circumstances application, students must complete the Mitigating Circumstances online application using the following link: https://www.bpp.com/account Students using this process for the first time will need to set up an account and use a new login password. Applications should be made no more than 10 working days after the assessment took place or was due.

9. Students should be aware that if they re-open their online application after it has been submitted, it will be considered withdrawn. If it is resubmitted, this will be taken as the date received, which may be outside of the 10 working day timeframe and will be considered as a late application. Late applications will not be considered unless the student is able to prove that they were mentally or physically incapable of submitting an application within the prescribed time limit. Late applications need to be accompanied by authoritative and objective evidence which confirms that the student was incapable of submitting an application within the prescribed time period.

10. The Mitigating Circumstances application must contain or be accompanied by objective[33] and authoritative evidence showing the time and character of the circumstances. Where appropriate, one Mitigating Circumstances application may relate to several assessment tasks. Objective and authoritative evidence is original, signed documentation from an appropriate third party (e.g. a doctor or psychiatrist). Evidence should be proximate and relevant to the assessment or assessment period. If a document submitted as evidence is not in English, an independent translation must be provided. Further guidance is available from the Student Services - Guidance Tab of the VLE, under 'What to do when things go wrong'.

11. Students, taken ill, or who experience any unforeseen or unavoidable incidents during an assessment, are expected to notify the invigilator before leaving the venue to ensure that the time and nature of the illness or incident is noted in the invigilation report. Students will also be required to seek medical attention on the day of the assessment or as close to it as possible if they feel their performance was adversely affected by illness.

12. Students may not make a mitigating circumstances application as a result of technical or other problems (such as computer failure), unless the problem was with a BPP machine or an external server (e.g. Turnitin. The Head of Programmes, or equivalent, may, however, accept these problems as reason to give a limited extension to an assessment deadline.

[33] Objective evidence must be from an independent source wherever possible.

13. The Mitigating Circumstances and Concessions Procedure is intended to cover circumstances which, though they may cover a period of time, are essentially transient, and do not prevent the student from continuing with the work of the programme.

14. If a student is affected by serious ongoing circumstances (which may for example be medical or personal) which appear unlikely to be resolved or significantly improved within the timescale of the student's assessment for a programme, the student may be referred to the Inclusion and Learning Support Team or advised to interrupt their studies.

15. The Office of Regulations and Compliance shall keep a record of mitigating circumstances applications and granted concessions per student, and will take this into account when considering future applications for mitigating circumstances.

Stage 2: Initial Consideration

16. A mitigating circumstances application must be submitted online and students must use their BPP email address. An acknowledgement of receipt, which the candidate must retain as proof that a mitigating circumstances application has been lodged for consideration, will be automatically generated.

17. The Regulation and Compliance Officer will determine, normally within ten working days of receipt of the mitigating circumstances application, whether the information provided by the student presents a case that satisfies the threshold conditions for a valid mitigating circumstances application.

18. To meet the threshold conditions for a valid concession, the application must:

    (a) be made online on the appropriate form, and accurately bear all of the information requested on the form; and

    (b) clearly identify the unforeseeable and unavoidable mitigating circumstance(s); and

    (c) include evidence which demonstrates to the Regulation and Compliance Officer that the mitigating circumstance is connected to the assessment; and

    (d) have been received within the time limits set in Paragraph 8 above.

19. The Regulation and Compliance Officer will inform the student in writing, usually online with their application, that either:

    (a) the mitigating circumstances application is rejected because it does not satisfy the threshold conditions for a valid concession as defined by Paragraph 17 above;
    (b) the mitigating circumstances meet the threshold conditions, but on substantive consideration the application is rejected; or
    (c) the application has been granted by a Regulation and Compliance Officer; or
    (d) the application has been part granted by a Regulation and Compliance Officer.

20. For applications where a case has been established that satisfies the threshold conditions for a valid concession and these applications are supported by authoritative and objective evidence, the Office for Regulation and Compliance Officer, may grant the application. In the case that the application is rejected, the student reserves the right to request the Deputy Vice-Chancellor to review the application. In the case that the application is rejected by the Deputy Vice-Chancellor, the student reserves the right for the application to be considered by the Academic Appeals Board.

21. Where a student has had their application rejected they may appeal to the Academic Appeals Board in accordance with the procedures set out in Part K, Section 3 of this Manual of Policies and Procedures.

22. For applications where a case has been established that satisfies the threshold conditions for a valid concession and these applications are supported by authoritative and objective evidence, the Deputy Vice-Chancellor, or nominee, may grant the application. All applications granted (those rejected and those accepted) by the Deputy Vice-Chancellor, or nominee, will be reported to the next meeting of the Mitigating Circumstances Panel with a breakdown by application reason.

Stay on Action

23. Where a student is submitting an application for mitigating circumstances on a final assessment attempt, from the date of lodging the application, a stay of execution shall be placed on any action or decision affecting the student's registration status or progression whilst the outcome of the mitigating circumstances application is pending. Boards of Examiners or any other body, except for the Academic Council, shall not implement any decision, or consequential action of the final assessment attempt before the outcome of the mitigating circumstances application is known.

23. In furtherance of Paragraph 22 above, pending the outcome of the mitigating circumstances application, and where they have the right, the candidate may undertake classes, attend BPP University and must prepare for and retake any assessments or examinations that have been scheduled. However, such assessments are sat at the students' own risk.

24. A confidential, written report of the mitigating circumstances applications and the decisions determined shall be made to the Chair of the Board of Examiners.

25. The Board will receive the determination of Mitigating Circumstances applications but no details of the mitigating circumstances will be disclosed to it.

<u>Appeals</u>

26. Where a student has their application rejected they may appeal to the Academic Appeals Board in accordance with the procedures set out in Part K, Section 3 of this Manual of Policies and Procedures.

27. Where a student has a Mitigating Circumstances application granted, however, subsequently discovers that they would have passed the assessment, this will not be a valid ground for appeals under paragraph 26 above.

Consideration by the Board of Examiners

28. A confidential, written report of the mitigating circumstances applications and the decisions determined by the Panel shall be made to the Chair of the Board of Examiners.

29. Mitigating circumstances applications will be indicated against the student record for the relevant module(s) on the Board of Examiners' grade sheet.

30. The Board will receive the determination of the Office of Regulation and Compliance but no details of the mitigating circumstances will be disclosed to it.

Monitoring, Evaluation and Review of the Mitigating Circumstances and Concessions Procedure

31. The Office of Regulation and Compliance shall provide an annual report to the Education and Standards Committee summarising the cases that have been considered, the actions taken, a commentary on the effectiveness or otherwise of the procedures, and any recommendations for change.

32. The effectiveness of the Mitigating Circumstances and Concessions Procedure must be monitored, evaluated and reviewed annually and a report made to the Academic Council through the Education and Standards Committee.

Section 7: Rules for the Preparation and Administration of Examinations

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part H, Paragraphs 28 - 31. These procedures should be read in conjunction with the General Academic Regulations on Examination and Assessment.

Introduction

2. These rules are directed to boards of examiners, the Registry and any other members of staff involved in the preparation and administration of examinations. These rules should be read in conjunction with the Rules on the Conduct of Examinations and the Rules on the Invigilation of Examinations.

Definition

3. An examination is, for the purposes of these rules, defined as a summative assessment of any duration which is subject to continuous invigilation. In the case of a skills performance the examination script may include visual material such as a video recording as well as written material such as a plan.

4. Formative assessments which are intended to provide the student with the opportunity of experiencing an examination should adopt the relevant parts of these examinations (such as the invigilation of the examination) as closely as is practicable.

Provision of Information for Candidates

5. The examination timetable and location of examinations for each year of a programme must be published to candidates on that programme in accordance with the General Academic Regulations H/5.

6. The details of each examination must be published on the student Virtual Learning Environment two weeks in advance of the examination. The information published shall include the "Rules for the Conduct of Examinations: Information for Candidates" and shall also include information on what materials, if any, are permitted and the rules governing how these may have been annotated. Where there is more than one location for the examination a list of candidates who must attend each location must be published. The Head of Registry Operations, or nominee, shall be responsible for ensuring the timely provision of information about examinations to candidates on the VLE.

Preparation of Examination Papers

7. Each school must have in place effective drafting and scrutiny procedures to ensure that examination papers have been set appropriately.

8. The Head of Registry Operations, or nominee, shall have in place procedures for the production of examination papers.

9. The module leader is responsible for the preparation of the draft question paper and marking scheme.

10. The Head of Programmes is responsible for ensuring that an appropriate vetting process is undertaken.

11. The external examiner must be invited to review and endorse the examination paper.

12. The secrecy of the contents of examination papers must be preserved at all stages of their development until provided to candidates in the examination. Those involved in the development, approval and handling of the examination paper have a professional duty of confidentiality.

13. All question papers shall state in the opening rubric what examination aids a student may bring to the examination, such as calculators and the nature of any permitted materials.

14. Examination headings and layout shall conform to the University's formal specification obtainable from the production department.

15. The Head of Registry Operations, or nominee, will be responsible for ensuring arrangements are in place for the proper conduct of each examination including the delivery and receipt of examination papers and scripts.

Examination Accommodation

16. The location of examinations and furniture and equipment will be determined by the Head of Registry Operations, or nominee in consultation with the programme leader concerned.

17. Examination accommodation space and furniture shall be sufficient to enable the examination to be conducted with integrity.

18. A clock, visible to all candidates, will be provided in the examination room.

19. When more than one examination is held in the same room, each examination shall commence at the same time to avoid disturbing candidates. In the case of certain specified rooms, the Deputy Vice-Chancellor may permit the concurrent sitting of two or more examinations of different lengths within the same room.

20. Where a candidate with learning difficulty and/or a disability has been granted additional time or other provision in the taking of an examination, the Head of Registry Operations, or nominee, in liaison with the Learning Support Office, shall determine whether that candidate should take the examination in the main centre with their peers or in separate accommodation.

Scripts

21. The Head of Programmes shall be responsible for having in place procedures for the marking of examination scripts.

22. The Dean of Academic Quality, or nominee will arrange for the retention and storage of marked scripts of summative assessments for not less than one year after the external examination board has ratified the outcome of those assessments.

23. All scripts retained under the previous policy (one year post completion) will now be stored until 1st September 2019 and then destroyed.

Section 8: Rules for the Conduct of Examinations: Information for Candidates

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part H, Paragraph 5. These procedures should be read in conjunction with the General Academic Regulations on Examination and Assessment.

Definition

2. An examination is, for the purposes of these rules, defined as a summative assessment of any duration which is subject to continuous invigilation. In the case of a skills performance the examination script may include audio-visual material or supporting written material such as a plan.

3. Formative assessments which are intended to provide the student with the opportunity of experiencing an examination should adopt the relevant parts of these examinations (such as the invigilation of the examination) as closely as is practicable.

Information Published to Candidates

4. Candidates must ensure that they are aware of the published examination timetable and the location of the examinations which they are to attend as notified by the Head of Registry Operations, or nominee.

5. Candidates must note what additional materials, if any, they may take into the examination.

6. The examinations shall be conducted under the General Academic Regulations of the University and, where appropriate, those of a separate awarding authority (such as the Solicitors' Regulation Authority).

Conduct of Candidates

7. Candidates must note from the examination briefing sheet how far in advance of the start time they should be present at the examination centre.

8. Candidates will not be permitted to enter the examination room more than 30 minutes after the commencement of the examination. No extra time will be allowed to candidates arriving late.

9. Candidates will not be permitted to leave the examination within the first 30 minutes of the examination. To do so may be deemed an infraction of the General Academic Regulations because it would compromise the integrity of the examination and the rights of other students to enter within the first thirty minutes as permitted by these rules.

10. Candidates will not be allowed to leave the examination during the last 15 minutes of the examination.

11. On entering the examination room candidates must deposit all bags and unauthorised sources of information in a place designated by the invigilator.

12. Where calculators are permitted in an examination they must be cordless, silent, non-programmable and without case or cover. They must not be designed or adapted to provide access to retrievable information or be able to communicate with other machines or the internet.

13. Candidates in possession of mobile phones or smart watches must switch them off and leave them in their bags in the place designated by the invigilator. Candidates are not permitted to have mobile phones or smart watches on their person during the examination.

14. Candidates must display their student identity card in a prominent position on their examination desk together with any other document which the student is required to produce. Those without their student identity card may be refused entry into the examination.

15. Candidates may not turn over the front cover of the examination paper to read the questions or start writing until the chief invigilator announces the commencement of the examination. Neither may candidates commence writing their answers before being authorised to do so by the invigilator. Writing in this regard includes making notes on the question paper or answer book, highlighting text or making any other marks on any material.

16. Candidates must behave in an orderly manner throughout the period of the examination. The chief invigilator has the discretion to exclude from the examination any student observed behaving in a way which, in the opinion of the chief invigilator, may disturb other candidates or otherwise disrupt the smooth running of the examination. The chief invigilator must report any such occurrence to the Deputy Vice-Chancellor, or nominee. The Deputy Vice-Chancellor, or nominee shall decide whether to take the matter further under the student discipline procedures.

17. Candidates must not communicate with any other candidate in the examination room.

18. Candidates may bring water or other soft drinks, with the label removed, into the examination but are not permitted to take food into the examination.

19. Candidates must insert the examination and identification details required at the head of each answer book or answer paper clearly and accurately.

20. Candidates must use the answer book or other answer paper provided. Candidates are not allowed to bring additional materials or papers, unless expressly permitted.

21. Candidates must start each answer at the head of a page, as instructed, and write on both sides of each sheet of the answer book or other answer paper provided. Additional answer books or additional sheets of answer paper should be numbered consecutively 1, 2, etc. and be clearly marked with the candidate's number.

22. Candidates must write each question number in the space provided, but otherwise leave the margins blank. All work leading to the solution of each question must be recorded in the answer book. Rough sheets are provided

(attached to the back of the examination paper) for notes only and will not be marked.

23. A candidate who wishes to attract the invigilator's attention, for whatever reason, must do so by raising their hand.

24. A candidate who wishes temporarily to leave the examination room must seek the permission of an invigilator and they must be escorted.

25. A candidate wishing to leave the examination permanently must seek the permission of an invigilator and their examination paper and answer booklets must be collected in.

26. Once the end of the examination has been signalled by the chief invigilator candidates must cease writing immediately and remain at their allocated places until all the scripts have been collected (MoPPs, Part H, Section 9, paragraph 17(j)).

27. Candidates must not remove any question papers, answer scripts, other paper used or unused or aids provided by the University from the examination room.

28. A candidate whose script is deemed illegible by the programme leader concerned in consultation with the Head of Registry Operations, or nominee may be required to contribute to the costs of having the script transcribed professionally. In such cases the charge levied will be used to offset the costs incurred.

29. A candidate suspected of using academic malpractice in an examination will be reported and will be dealt with under the procedure described in the Academic Malpractice Regulations.

Section 9: Rules for the Invigilation of Examinations

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part H, Paragraphs 32-36. These procedures should be read in conjunction with the General Academic Regulations on Examination and Assessment.

Definition

2. An examination is, for the purposes of these rules, defined as a summative assessment of any duration which is subject to continuous invigilation. In the case of a skills performance the examination script may include a video recording as well as written material such as a plan.

3. Formative assessments which are intended to provide the student with the opportunity of experiencing an examination should adopt the relevant parts of these examinations (such as the invigilation of the examination) as closely as is practicable.

Appointment of Invigilators

4. Any person approved to act as an invigilator must have completed a training session conducted by the Head of Registry Operations, or nominee.

5. The number of invigilators required in each examination room will be determined by the Head of Registry Operations, or nominee.

6. The Head of Registry Operations, or nominee shall appoint a chief invigilator for each examination.

7. The relevant school will nominate invigilators to the Head of Registry Operations, or nominee at least four weeks in advance of the examination.

Instructions to Invigilators

8. Instructions to invigilators, incorporating the rules set out here, shall be provided by the Head of Registry Operations, or nominee in advance of each assessment, including:

   (a) The location of the examination;

   (b) The number of candidates and their candidate numbers;

   (c) Examination materials provided by the Head of Registry Operations, or nominee;

   (d) Additional materials to be provided by the School;

   (e) The names of the invigilators;

   (f) Any examination-specific instructions provided by the module leader;

(g) any arrangements for exam concessions for students with learning difficulties and/or disabilities as outlined in the Manual of Policies and Procedures, Part H Section 13.

Preparation before the Examination

9. Each chief invigilator will collect the examination pack from the Registry (or such other place as may be notified) in good time to enable them to set up the examination.

10. Invigilators shall be at the examination location as specified in the invigilation instructions issued by the Head of Registry Operations, or nominee, to receive a briefing. This is normally no later than one hour before the examination is due to commence.

11. The chief invigilator shall be responsible for conducting the laying out of the examination room.

12. Invigilators will place the appropriate examination papers face up on each desk together with the requisite number of answer books and any other examination materials before the candidates are admitted to the room.

Admission of Candidates to the Examination Room

13. Candidates will be admitted to the room in sufficient time, as deemed by the chief invigilator, to enable them to be seated and all instructions to be read out so that the examination can commence at the designated time. "Sufficient time" may vary depending on the number of candidates who are taking the examination.

14. A candidate who arrives late should be admitted without question during the first half hour of an examination. Admission after the first half hour is not permitted.

15. No extra time will normally be allowed to a candidate who arrives late for an examination session.

16. Invigilators must check that each candidate has displayed their candidate identification card on their examination desk and that the photographic identification corresponds with the candidate. Where a student does not have their identification card they should be requested to provide another form of photographic identification and to collect a new identification card.

Announcements to Candidates before the Start of the Examination

17. The chief invigilator must make announcements to candidates covering the following matters before the start of the examination.

(a) Only authorised materials should be retained on candidates' desks during the examination. All other materials not specifically allowed in the rubric of the examination paper and all other belongings should be placed in the designated part of the room.

(b) Each student must display their identification card and any other document previously specified on their desk throughout the examination.

(c) Candidates should complete the front covers of the answer books at the start of the examination.

(d) Candidates should read carefully all the instructions on the examination paper.

(e) Candidates should check that they have the correct question paper, and note the duration of the examination.

(f) Any queries regarding the question paper should be raised with the invigilator. The answer to any query will be announced to all candidates taking the examination.

(g) Candidates will not be permitted to leave the examination room during the first 30 minutes or the last 15 minutes of the examination.

(h) If a candidate needs to leave the room temporarily they will be accompanied by an invigilator.

(i) The times at which candidates will be informed of the time remaining before the end of the examination.

(j) Once the examination has been completed, candidates must obey the chief invigilator's instructions to remain silent in their seats until answer books are collected.

Availability of the Internal Examiner

18. Throughout the examination, an internal examiner or nominee familiar with the examination paper shall be available for consultation either in person or by telephone to answer any queries raised by candidates. The chief invigilator will be responsible for contacting the examiner or nominee and will be provided with contact details on the day of the examination. The examiner or nominee shall be responsible for communicating this information to the Registry, which will ensure that the outcome of any such clarification is communicated to all students taking the examination.

End of the Examination

19. The chief invigilator shall end the examination punctually and require candidates to put down their pens immediately and to remain in their seats until all the answer books have been collected.

20. Candidates should not be permitted to remove any question papers, answer books, other paper used or unused, or aids provided by the University from the examination room.

21. The chief invigilator should check that the correct number of answer books have been collected and may then release the candidates. Where one or more answer books are missing a check should be conducted by candidate ID to identify which candidates' answer book(s) are missing. All other candidates may then be released. The candidates for whom answer books are missing should be asked to search their bags and make such other checks as may be appropriate.

22. Answer books and any other materials must be returned to the Registry unless collected from the examination room by examiners, in which case the examiners must sign the chief invigilator's report form to indicate that the answer books have been removed.

23. The chief invigilator must complete a report on the conduct of the examination, noting in particular any exceptional circumstances, and submit it to the Head of Registry Operations, or nominee.

Exceptional Circumstances

24. If an examination room has to be evacuated for any reason (such as a fire alarm), candidates should be instructed to leave all examination papers and materials on their desks and proceed to the nearest exit. The chief invigilator should be the last person to leave the room. Invigilators should then seek guidance from the Head of Registry Operations, or nominee. On re-admittance to the examination room, candidates should be instructed to await instructions from the chief invigilator as to the start time and length of additional time (if any) allowed. If any candidate becomes ill during an examination, the invigilators should take appropriate action and report to the University Assessment Office.

Academic Malpractice

25. Where an invigilator suspects a candidate of academic malpractice the chief invigilator shall warn the candidate that a report will be made. The candidate's answer books should be removed and endorsed by the chief invigilator as having been completed prior to the discovery of the incident and any unauthorised materials should be removed and attached to them. The candidate shall then be issued with fresh answer books and permitted to continue. In accordance with MoPPs, Part H, Section 9, paragraph 23, a full report shall be made on the chief invigilator's report form and the candidate shall be invited to verify the report and/or add a statement to the report. Ideally this should be done contemporaneously but may be done later if necessary.

Chief Invigilator's Discretion

26. The chief invigilator shall have a discretion to deal with any exceptional circumstance arising in relation to the examination as they deem appropriate. In exercising any such discretion the chief invigilator shall usually seek the advice of the Head of Registry Operations, or nominee. The exercise of any such discretion shall be reported immediately to the Head of Registry Operations, or nominee and included in the chief invigilator's report form. The exercise of any such discretion by the chief invigilator shall not bind the action that may be taken by the board of examiners.

Section 10: Academic Malpractice Procedures

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part H, Paragraphs 16-27. These procedures should be read in conjunction with the General Academic Regulations on Academic Malpractice.

Academic Malpractice

2. Academic Malpractice is defined by General Academic Regulations, Part H, Paragraph 16 as:

> *"Students shall not commit, or attempt to commit, any act leading to circumstances whereby they, or another, might gain an unpermitted or unfair advantage in an examination or an assessment or in the determination of results, whether by advantaging themselves or by advantaging or disadvantaging another or others, or which might otherwise undermine the integrity or reputation of the University and its examination and assessment process."*

Academic Malpractice: Academic Misconduct and Poor Academic Practice

3. For the purposes of these regulations, and to enable the University to address acts of academic malpractice in appropriate and proportionate ways, academic malpractice shall be divided into two broad levels: poor academic practice and academic misconduct.

4. Poor academic practice is:

> *"an inept or inadvertent breach of the conventions or regulations of academic practice, committed through a defensible ignorance of those conventions and regulations, where no distinguishable advantage may be or has been accrued to the student, and where there is no discernible intention to deceive".*

5. Defensible ignorance may be assumed in the early stages of a student's career, e.g. during the first stage of an undergraduate degree, or for postgraduate overseas students studying for the first time under UK higher education assessment conventions.

6. A student may receive a formal caution for poor academic practice. Any potential advantage gained by a student should be removed either through voiding the assessment attempt or through the marking and moderation process and in relation to the marking criteria. For example, where a student has copied the work of another without reference, any marks awarded to the copied material on the basis of it being the student's work should be removed.

7. Poor academic practice rather than academic misconduct may be assumed where a student has identified copied work but has not applied the correct referencing convention fully or at all.

8. Poor academic practice shall be addressed and corrected under the authority of the appropriate person in each School nominated by the Dean as a matter of academic development. Instances of poor academic practice must be reported to the Dean of School or nominee to ensure consistency of approach.

9. Repeated incidents of poor academic practice may be treated as academic misconduct.

10. Academic misconduct is:

> *"any act, or attempted act, leading to circumstances whereby a student might gain an unpermitted or unfair advantage in an assessment or in the determination of results, whether by advantaging themselves or by advantaging or disadvantaging another or others, or which might otherwise undermine the integrity or reputation of the University's awards or its examination and assessment processes,* ***and*** *where there are no mitigating factors which would lead to the actions of the student to be deemed to be poor academic practice."*

11. While some types of academic malpractice may be either poor academic practice or academic misconduct others, by virtue of their nature, may only be considered as academic misconduct.

12. Examples of academic malpractice whereby students may gain or attempt to gain an unfair advantage include (but are not limited to):

    (a) Plagiarism: is the act of presenting the work of another as one's own. It includes:

        (i) copying the work of another without proper acknowledgement;

        (ii) copying from text books without proper acknowledgement;

        (iii) downloading and incorporating material from the internet within one's work without proper acknowledgement;

        (iv) paraphrasing or imitating the work of another without proper acknowledgement.

        Proper acknowledgement requires the identification of material being used, and explicit attribution to the author and the source using referencing acceptable to the subject discipline.

    (b) Collusion: is the act of aiding, or being aided by, one or more others in the preparation of an assessment for submission where the assessment brief or invigilation instructions do not expressly permit collaboration. Collaboration within, for example, a moot or a group project that is explicitly permitted by the examination or assessment regulations[34] does not constitute collusion. Unpermitted collusion includes:

        (i) A student working with another person on an assessment and submitting or otherwise presenting the resulting assessment as an individual student's own work;

[34] Examination or assessment regulations here is interpreted to mean any formal document issued by the University, such as the rubrics on an examination question paper, that relates to the conditions or requirements under which an assessment or examination must be taken.

(ii) Unpermitted collaboration in the preparation for submission of a seen assessment or communication with another student within an unseen examination.

(c) Fabrication: is the presentation of data or such other results in reports intended to be based on empirical work which has either not been undertaken or fully completed and where the data or results have, in whole or in part, been deliberately invented or falsified.

(d) Impersonation: is the act of one person assuming the identity of another with the intent to gain an unfair advantage for the person being impersonated, for example, by undertaking an examination on the other's behalf. Both parties, the impersonator and the person being impersonated, shall be considered culpable of academic misconduct.

(e) Contract cheating: is the act of engaging a third party like an 'essay mill', sharing websites (including essay banks), or an individual lecturer, colleague, friend or relative to complete or contribute to the student's research, assignments or examinations. Assessments must be the student's own work and such input from third parties is not permitted, unless expressly allowed under the rubrics of assessment. Contract cheating extends to a student of the University providing such services to others.

(f) False Attribution: is where a student copies or paraphrases work from one source, but knowingly cites or attributes a different source to the work.

(g) Misrepresentation can include:

(i) presenting a claim for mitigating circumstances, or supporting evidence, which is misleading, untrue or false;

(ii) exceeding the word limit specified for an assessment and declaring a lower word count than the assessment contains.

(h) Unauthorised Possession or Reference includes:

(i) being in possession of any prohibited material or item within an examination or assessment room unless expressly permitted by the examination and assessment regulations;

(ii) using unauthorised material or item in an examination or unseen assessment;

(iii) consulting or trying to consult any books, notes or similar material or item while temporarily outside the examination room during the period of the examination;

(iv) gaining access to a copy of an examination paper or assessment material(s) in advance of its authorised release;

(i) Bribery/ Intimidation: is the act of attempting to influence by bribery or other unfair means an official of the University with the aim of affecting a student's results;

(j) Breach of the Rubrics of the Assessment:

(i) commencing a time-constrained examination or assessment before being instructed by an invigilator to do so or continuing with an examination or assessment after being instructed by an invigilator to stop;

(ii) improper annotation of open book material.

Suspected Academic Malpractice

13. All people involved in the work of the University have a professional obligation to protect the integrity of the University and its examination and assessment processes. Should a person suspect academic malpractice they shall notify the Deputy Vice-Chancellor, or nominee, and the module and programme leaders. It is the responsibility of the Deputy Vice-Chancellor, or nominee, to ensure that all members of the University community are aware of their obligations and how to react should they suspect academic misconduct.

14. Potential academic malpractice must be reported to School Academic Malpractice Decision Makers ('SAMDMs') who are nominated by the Deans of School to determine whether an allegation of malpractice amounts to poor academic practice, suspected academic misconduct or if no further action should be taken. Each Dean may nominate as many SAMDMs as are required to properly administer this function.

15. Save for programmes where other procedures may be specified by the relevant professional or regulatory body, the procedure will be as follows:

A person suspecting academic malpractice must:

(a) report the matter to an SAMDM who will determine whether the issue is indeed academic misconduct or whether it is more appropriate to treat it as poor academic practice;

(b) where an alleged academic malpractice is discovered after the event (e.g. when marking coursework) the member of staff must draft a note for the SAMDMs explaining what the alleged malpractice is and referencing any evidence to support the allegation;

(c) where an alleged academic malpractice occurs contemporaneously with its discovery and where it is necessary to interrupt the student involved, for example to prevent the academic misconduct continuing or to secure evidence, the member of staff involved shall, if feasible, complete a contemporaneous report and shall invite the student to verify the report and /or to add a statement to the report;

(d) submit the completed report form to the SAMDMs.

16. The SAMDM shall evaluate the case presented and is permitted to investigate the case by meeting and/or corresponding with the student(s) involved and/or staff or faculty. Where a student is invited to meet with the SAMDM, other staff members may be present (as appropriate) and the student can be accompanied by a member of the Independent Student Advice Team. Within 10 working days of the referral being sent to the SAMDM they must make one of the following

decisions (except where this falls during a diet of assessments being taken by the student in which case the decision must be sent as soon as practicable after that diet). The SAMDM may:

(a) dismiss the allegation and inform the student that no further action will be taken, if the student was aware that a complaint has been made; or

(b) where a student denies some or all of the allegation(s), refer it to the Office of Regulation and Compliance (ORC) for an academic misconduct hearing. This includes admitting some but not all of multiple allegations and/or disputing the factual background of an allegation(s) while admitting to malpractice; or

(c) where a student makes full admissions:

(i) decide that it amounts to poor academic practice and by virtue of the student not having any previous record of academic malpractice, issue a formal caution which will be placed on the student's record. The School may reduce the mark awarded to the student to mitigate any advantage from the poor academic practice. The student will be required to attend educational session(s) on good academic practice; or,

(ii) decide that it amounts to poor academic practice, but by virtue of the student having a previous finding of academic malpractice (poor academic practice or academic misconduct) on any BPP University programme, refer the allegation to the ORC for an academic misconduct hearing; or,

(iii) decide that it amounts to academic misconduct and refer the allegation to the ORC for an academic misconduct hearing.

17. Where an allegation is referred for an academic misconduct hearing, the SAMDM must send the evidence upon which they rely and particularise the allegation(s). Care must be taken to ensure that the allegations are written in clear, unambiguous terms and that each alleged act or omission forms a single allegation. The allegation(s) and evidence must be sent to the ORC within 20 working days of the SAMDM receiving a complaint of academic malpractice, unless the 20 days falls within a diet of examinations and the SAMDM exercises their discretion to wait until the student has completed that diet.

18. Within 5 working days of receipt of the allegation(s) and evidence from the SAMDM, the Deputy Vice-Chancellor, or nominee, shall arrange for the particularised allegations and evidence to be sent to the student along with a Case Management Form. The student is permitted to make written representations at this stage, including through the submission of evidence.

19. The student must return the Case Management Form and any representation and/or evidence must be returned within 5 working days of receiving the allegation(s) and evidence.

20. Concurrent with allegations and evidence being sent to a student, a Panel will be convened by the Office of Regulation and Compliance.

21. On receipt of the Case Management Form from the student, the appointed Panel Chair must consider it and any evidence and/or representations made by the student. Within 5 working days the Chair must decide:

    (a) whether the evidence provided warrants for the hearing to proceed; and,

    (b) whether any further information is required; or,

    (c) if any new information means no further action should be taken in relation to the allegation;

    (d) whether any witnesses should be called.

22. Where doubt exists as to the admissibility of the evidence, the Chair of the Academic Misconduct Panel shall make a decision and the Chair's decision shall be final and shall include reasoning for their decision.

23. ORC shall communicate to the student any decisions made by the Panel Chair and arrange a date for hearing the case. There shall be a minimum of ten working days' notice from the date of issue of the letter informing the student of the hearing date and the date and time of the hearing before the Panel.

24. Any evidence relied on by the University must be sent to the student along with notice of the hearing.

25. Pre-hearing timeline summarised:

- Within 10 working days (save where it is within a diet of exams and the SAMDM uses their discretion to allow a student to finish that diet) of an SAMDM being notified of suspected academic malpractice they must either close the case, issue a caution, or refer it to ORC for a hearing with particularised allegations and a bundle of evidence.
- If the case is referred to ORC, within 5 working days of receiving the allegation(s) and evidence from the SAMDM, notification must be sent to the student.
- Within 5 working days of receiving the allegation(s) and evidence, the student must return the Case Management Form and any evidence.
- Within 5 working days of receiving the Case Management Form and any evidence from the student, the Panel Chair must decide if the hearing will proceed and make any necessary directions for it to do so.
- Within 5 working days of the Panel Chair making any decisions, the student must be notified of the date of the hearing giving them at least 10 working days' notice.

<u>Procedure for Academic Misconduct Hearings</u>

26. An Academic Misconduct Panel shall be constituted in accordance with the Terms of Reference as set out in in Chapter 1 of the General Academic Regulations.

27. The Academic Misconduct Panel is responsible for

    (a) establishing whether the alleged violation is proven;

    (b) determining what, if any, mitigating circumstances apply; and,

    (c) deciding on a penalty.

28. The student shall have the right to be accompanied at the hearing by an observer. Legal representation would not normally be permitted, save for in exceptional circumstances and only with the permission of the Panel Chair. The observer is not permitted to address the panel or question witnesses. Observers can be:

    (a) an officer from the University Students' Association;
    (b) a fellow student;
    (c) the President of the Students' Association;
    (d) a translator (where appropriate);
    (e) an aid who assists the student in relation to a disability and/ or special needs.

29. The student will be allowed two working days before the hearing in which to consult the evidence gathered by the Panel. During the hearing the student shall have the right to question such witnesses as are directly relevant to establishing the facts of the case and whether there were any mitigating circumstances.

30. Where a student fails to attend the hearing without good cause, or has waived the right to attend the hearing, the Panel may consider the case and arrive at its findings and recommendation on the basis of the evidence before it.

31. The Panel shall find that:

    (a) no misconduct has been committed, and recommend that the case be dismissed and the student's results be processed as normal; or,

    (b) no misconduct has been committed but that there has been poor academic practice and decide on remedy; or,

    (c) misconduct has been committed, consider any mitigating circumstances and decide on penalty.

32. The Chair of the Panel shall, within five working days of the hearing, write to the student and the Dean of School to inform them of the Panel's decision, the penalty or penalties (if any) to be imposed, and the student's right of appeal. At the Panel Chair's discretion, they may inform the student of the Panel's decision at the conclusion of the hearing.

<u>Penalties for Academic Malpractice</u>

33. In the case of poor academic practice, the primary aim shall be to endeavour to improve the student's understanding of what constitutes academic malpractice and why, for the benefit of the student's approach to academic study and the avoidance of further errors. Approaching poor academic practice

in this way does not preclude the negation of any advantage that may have been gained by the student had not the poor academic practice been identified.

34. In the case of academic misconduct, the primary aim of any penalty shall be to protect the integrity of the University's reputation, assessment processes and awards. Approaching academic misconduct in this way does not preclude the imposition of penalties that endeavour to improve the student's understanding of what constitutes academic misconduct and why, for the benefit of the student's future approach to academic study.

35. Where academic misconduct is found to have occurred the Academic Misconduct Panel shall decide an appropriate penalty taking into account:

    (a) the available penalties permissible under these regulations under Paragraph 35 below;

    (b) The degree of intention:

        (i) Premeditation: the student has planned in advance to gain an unfair advantage (the most serious cases are when an action is pre-meditated);
        (ii) Intention: the student had the intention to gain an unfair advantage (the greater the intended unfair advantage the greater the seriousness);
        (iii) Recklessness: the student's behaviour was reckless (little or no consideration of the consequences of an action) and consequently they gained an unfair advantage (the greater the degree of recklessness the more serious the allegation);
        (iv) Negligence: the student's behaviour arose out of ignorance or misunderstanding of the assessment conditions and/or context, and did not constitute a deliberate intention to gain an unfair advantage;
        (v) Circumstances: the circumstances and location in which the academic misconduct allegedly took place (the greater the damage to the University's reputation the more serious the allegation).

    (c) other aggravating factors that may cause an action to be considered more serious. The list below is not intended to be comprehensive or in order of seriousness.

        (i) Previous proved allegation particularly where a pattern is disclosed;
        (ii) Students operating in groups to gain an unfair advantage (where this is not inherent in the offence itself);
        (iii) Committing the act for financial gain;
        (iv) An attempt to conceal or dispose of evidence;
        (v) Failure to respond to warnings or concerns expressed by others about the student's behaviour;
        (vi) Committing the act while under the influence of alcohol or drugs;
        (vii) Use of information to intimidate;
        (viii) Abuse of a position of trust;
        (ix) Membership of a statutory or professional body, or being on a programme accredited by or leading to the award of a statutory or professional body.

(d) however where a factor is an integral feature of the offence, the presence of the aggravating factor is already reflected in the offence and cannot be used as justification for increasing the penalty further;

(e) any factors presented by the student in mitigation including;

(i) an admission of the offence at the first reasonable opportunity, which will normally reduce the severity of the penalty; and

(ii) credit for co-operation with the University's investigation, depending on the particular circumstances of the individual case.

36. Penalties imposed for Academic Misconduct may include all or any of:

(a) an activity with educational benefit designed to address the form of academic misconduct found to have taken place. The programme leader may seek advice from a relevant module leader to specify in outline the nature of this required activity;[35]

(b) where assessment advantage has been gained from the breach in the form of higher grades, a proportionate penalty must also be identified to negate the advantage. This may be in the form of a deduction of marks; and/or,

(i) a written warning to be retained on the student's file for the rest of the period of study with the University;

(ii) voiding the attempt for the item of assessment and/or examination, or to the entire module to which the malpractice relates with the right to take the voided examination or assessments attempt again;

(iii) assigning a mark of zero to the item(s) of assessment and/or examination or to the entire module to which the malpractice relates with the right to retake the relevant item(s) of assessment and/or examination unless this was a third and final attempt in which case the student will be academically withdrawn. Any mark greater than the pass mark achieved in the retake will be capped at the pass mark;

(iv) where a module is not core to a programme, assigning a mark of zero to the relevant module as a whole without the right to retake the module but with the right to take an alternative elective module for a capped mark;

(v) termination of the student's registration with readmission to the University at the discretion of the dean of school based on consideration of the student's case for readmission.

37. Penalty 36(b)(v) should normally be reserved for cases of multiple misconduct in one examination or assessment series or a serious second offence after being found guilty of misconduct in a previous series. It is not normally used for a

[35] Where a student refuses to comply with a penalty imposed under 36(a), the Student Discipline Regulations may be invoked.

single example of a first offence, except in extremely serious and aggravated cases.

38. Where a case of academic misconduct gives rise to concern about the integrity of the assessment of a student's previous module or modules, those modules may be reviewed to investigate whether malpractice has occurred before.

Statutory and Professional Body Awards

39. On a programme leading to the award of a statutory or professional body, or on a programme accredited by a statutory or professional body, the University may receive guidance on the penalty by the relevant professional body.

40. On a programme leading to the award of a statutory or professional body, or on a programme accredited by a statutory or professional body, the University undertakes to report to that body any identified breach of the Academic Malpractice Regulations in accordance with any agreement or regulation that exists between the University and the relevant professional body at the time of the misconduct being found proven. This is automatic except where a warning is issued for the first instance of poor academic practice.

41. Where a student commits academic misconduct and is on a programme of study that is not regulated by a statutory or professional body, but then subsequently enrols on a programme which is regulated, a report will be made to the relevant body relating to the earlier misconduct if that regulatory body requires the University to do so.

42. Where a student appeals a finding of academic misconduct, the report will not be made until the appeal has been determined.

Appeal

43. A student may appeal to the Academic Appeals Board, against the decision of the Academic Misconduct Panel.

44. The Academic Appeals Board's decision shall replace with full effect the decision of the Academic Misconduct Panel.

45. Where the decision is to reject the student's appeal, the student will be informed in writing that the University's internal procedures have been completed and the student will be issued with a Completion of Procedures Letter.

46. Where the student is dissatisfied with the decision of the University, they may refer their complaint to the Office of the Independent Adjudicator (OIA), within 12 months of BPP University issuing a Completion of Procedures Letter (www.oiahe.org.uk).

Conferment of an Award

47. A student may not graduate, until the investigation into any academic malpractice that they have been alleged to have committed has been completed.

48. On conclusion of the appeal and where the decision of the Academic Appeals Board is to amend the student's results, on the authority of the Academic

Council, the student shall be eligible to receive a revised transcript and, if the amended results affect the classification of the award, to be conferred the revised class of award and receive a new certificate.

49. Where the decision of the Academic Appeals Board results in the student being admitted to an award the student may either receive the award in person at the next congregation or to be deemed to have been admitted to the award on the authority of the Academic Council.

Monitoring, Evaluation and Review of the Academic Malpractice Procedures

50. The Office of Regulation and Compliance shall provide an annual report to the Education and Standards Committee summarising the cases that have been considered and the action taken in relation to each and a commentary on the effectiveness or otherwise of the procedures and any recommendations for change.

51. The effectiveness of the Academic Malpractice Regulations and Procedures must be monitored, evaluated and reviewed annually and a report made to the Academic Council through the Education and Standards Committee.

Section 11: BPP University Assessment Strategy and Framework

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part H, Paragraphs 1 - 4. These procedures should be read in conjunction with the University's General Academic Regulations (Part H, Section 1) which stipulate that in all programmes of study and non-award courses at the University, only three types of examination and assessment are recognised: diagnostic, formative and summative.

Definitions

2. These are defined as: (GARs, Part H, Section 1)

   (a) Diagnostic examinations and assessments provide indicators of learners' aptitude and readiness for a programme of study and identify possible learning problems or study needs.

   (b) Formative examinations and assessments are designed to provide learners with feedback on their performance and give guidance on how it can be improved without counting toward the overall result on a module or programme of study.

   (c) Summative examinations and assessments contribute to students' learning, provide a measure of achievement or failure in respect of learners' performance in relation to the intended learning outcomes of a programme of study and count towards the overall result on a module and programme.

3. Each of these types of assessment may take a wide variety of forms such as a traditional unseen examination, a project report or an oral presentation. They may be specific to an individual learning outcome or a set of learning outcomes from a module or they may seek to assess whether a student has integrated the knowledge and skills across different modules or is able to transfer knowledge and skills learned in one context to a different context. This latter form of assessment, in providing an overview or summary, may be termed synoptic, and is most often used in capstone assessments.

Assessment Principles

4. Assessment is a fundamental part of the process of designing a programme. The validity, reliability and authenticity of assessment will indicate whether the intended learning outcomes for a programme are realistic and achievable. The assessment instruments will then influence the design of the learning and teaching methodology.

5. The following principles have been adopted to inform the design of assessment frameworks and instruments within the University. These principles are expanded on further in guidance that follows in the paper.

   (a) The assessments for a particular programme award must:

      i) cover all the intended learning outcomes for that programme award;
      ii) offer an appropriate range of relevant assessment techniques;

iii) be proportionate in the assessment burden placed on students.

(b) All of a programme's intended learning outcomes specified for an award must be assessed and passed;

(c) All of a module's learning outcomes will contribute to the intended learning outcomes of the stage and programme within which the module is delivered;

(d) Where a module claims to deliver an intended learning outcome, that intended learning outcome must be demonstrated to have been achieved, and consequently must be assessed within the module;

(e) In addition to the intended learning outcomes delivered by a module, a module may also deliver learning experiences that are designed to support intended learning outcomes that are assessed in other modules in capstone assessments. In such cases, such modules should be noted as pre- or co-requisites. Alternatively, where there is no necessity to cause a module to be a pre- or a co-requisite, the inter-relationship of the modules should be articulated to demonstrate the integrity of the programme.

(f) Assessment instruments must be designed to assess the specified, intended learning outcomes rather than a broad syllabus.

(g) To ensure equity in assessment and minimise the assessment burden on students and the resource cost involved, unnecessary repetition of the assessment of intended learning outcomes should be avoided.

(h) The assessment instrument chosen must be a reliable, authentic and provide a valid test of the achievement of the intended learning outcomes covered (see definitions below).

(i) Online assessments may be used where they meet the criteria set out in these principles and where there can be confidence that the work submitted is that of the student.

(j) The assessment for a module may have one or more than one component, e.g. an unseen, time-limited examination or a written report and a presentation. Where a module is assessed by more than one component, each component must be passed.

(k) It follows from the specificity of the design and assessment of the intended learning outcomes that a module's result for an individual student may only be condoned by a board of examiners, where there is demonstrable evidence elsewhere that the intended learning outcomes of the stage and programme have been achieved.

Purposes and Forms of Assessment

6. Assessment may be used for a variety of reasons under the three broad headings of diagnostic, formative and summative set out above. The purpose of these forms of assessment include:

(i) provide the basis for decisions on students' learning needs;

(ii) provide feedback to students to help with their learning;

(iii) provide a basis for a decision on students' readiness to progress;

(iv) provide a basis for a decision whether students qualify for an award; and,

(v) provide a basis for a decision on the grading of student achievement.

7. To different extents the first three bullet points may be achieved by diagnostic, formative and summative assessment. However, bullet point one can be seen to align most strongly with diagnostic assessment. Diagnostic assessment identifies the student's starting point and the best route for their learning journey. Bullet points two and three align most strongly with formative assessment and can be seen as important vehicles which enable students to move towards their goals. Bullet points four and five may only be delivered through summative assessment, which determines whether the student has achieved their goals.

8. Formative assessment has an additional purpose, which is to enable students to experience the assessment instrument in a mock or practice form, and therefore prepare appropriately for the format and challenges of summative assessment. Consequently, each module or programme should provide a formative assessment that mimics as closely as is reasonably possible the form and content of the summative assessment.

Authenticity, Validity and Reliability

9. Each assessment must be valid and reliable and strive for authenticity. However, the balance between all three should be informed by the outcomes being assessed and the benefit of the learning and assessment process to the student. For example an unseen multiple choice test is highly reliable and may have strong though limited validity but will have little authenticity. In contrast, a pro bono activity is highly authentic, is a rich learning experience and may be highly valid; however it may not be reliable as a measure in determining pre-set outcomes or providing an equal opportunity for all students. In such cases a balanced view of the value of the assessment instrument in the overall diet of assessments should be taken.

10. Authenticity of assessment relates to two aspects of assessment. Firstly, that the alignment of assessment with the learning outcomes is not only valid but takes place within a context that reflects the demands of reality in which those outcomes would be utilised. For example, an unseen, written examination on the content of the Code of Conduct for the Bar may be a valid assessment, but the embedding of an ethical issue within a live advocacy performance or a client conference would be authentic.

11. Authenticity also applies to the certainty of the submitted work being that of the student. In such cases an assessment that has a high level of security enhances authenticity, or the assessment instrument matrix has been designed in such a way to ensure that the overall result is based on a diet of assessments which provides reassurance that the student has achieved the outcomes, (e.g. through the use of a short supplemental assessment such as a viva or presentation, or the individualisation of the assessment to the student, or the monitoring of the development of the assessment answer over a period of time).

12. Validity refers to the alignment of the assessment instrument with the outcomes it is intended to assess both in terms of the subject matter and the skills covered by the outcomes. Validity would be high where the assessment instrument tested the student's ability to demonstrate their achievement of the outcomes in a realistic and replicable way and where the assessment instrument accurately predicted the student's ability to apply the outcomes in a real world environment.

13. Reliability refers to the consistency of an assessment. A reliable assessment is one which consistently achieves the same results with the same (or similar) cohort of students under the same conditions. There are three major areas within the assessment process within which reliability applies: construction of the assessment (ambiguous questions, unclear rubric, poorly structured, too great a variety of questions), context of the assessment (distraction, a novel environment, variability in the physical situation, personnel conducting the examination, invigilation etc.), marking and moderation of the assessment (rigour of the marking scheme, consistency of the examiners, strength of the moderation process, approach to second marking).

Methodology

Outcomes

14. The University defines the content of outcomes according to the following four broad categories;

    (1) Knowledge and Understanding;

    (2) Cognitive Skills;

    (3) Professional Skills and Attitudes;

    (4) General Transferable Skills.

15. The level at which an outcome is to be demonstrated is defined by the stage of the programme to which it contributes. Stages are defined in the QAA Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (www.qaa.ac.uk), and in the University's General Academic Regulations. In brief, the levels extend from level 4, first-year undergraduate, through to level 8, doctorate level. Each level is defined by a set of descriptors relating the breadth, depth, coherence and context within which the outcomes must be performed. The descriptors that BPP University has adopted are those set out in the Qualifications Frameworks and in the South-East England Consortium of Universities (SEEC) descriptors.

    Outcomes are set within three contexts: that of the programme, that of the stage and that of the module. The programme outcomes must all be assessed. The module outcomes must align with the programme outcomes but may go beyond them.

Assessment Instruments

16. Assessment instruments should align as closely as practicable with the performance criteria to demonstrate that the outcome has been met. The performance criteria will inform how validity, authenticity and reliability are

balanced, which will in turn indicate the type of assessment instrument to be applied.

17. Standard types of assessment instrument include:
    - unseen written examinations
    - part-seen written examinations
    - essays
    - technical reports
    - projects
    - oral presentation
    - research questions
    - group-work reports
    - in-tray exercises
    - learning logs and portfolios
    - evidence portfolios
    - case studies.

18. The criteria for these, including the duration of exams and performances and the length of written work, will be influenced by the demands of the outcome(s) assessed. For example, in the context of business the validity and authenticity of a report to a board of directors may dictate that the report is no more than 500 words but may be supported by oral questioning reflecting a board environment. Alternatively, a complex legal question may require a 5000 word opinion to cover the subject appropriately.

19. Set out below are guidelines on the length of generally applied assessment instruments. However, it must be remembered that these are guidelines and the intended learning outcomes have primacy in the design of an assessment instrument.

Assessment Instrument[36]	Module Credit Weighting	Length
1. Unseen/Part -seen Exam[37]	15/20/30/60	1.5 hrs/2 hrs/3hrs/6hrs[38]
2. Viva Voce[39]	15/20/30/60	15-45 minutes
3. Oral Presentations	15/20/30/60	20-60 minutes
4. Essays[40]	15/20/30	2500/3500/5000 words[41]
5. Tech Report, Briefing or Opinions	15/20/30	1500/2000/3000 words
6. Ind Res Projects	15/20/30/60	2500/3500/5000/8000 words
7. Group Res Reports	15/20/30	3500/4500/7000 words
8. Oral Groupwork	15/20/30	15-45 minutes

20. Wherever possible only one assessment should be used for each module, particularly in relation to 15 and 20 credit modules.

[36] Various assessment instruments can be combined at relative credit weightings to make up an appropriate assessment diet relative to a module's credit weighting.
[37] Assessment instruments 1-3 are classified as an examination (real time or proctored).
[38] For a 6hr exam - it is not required to be sat in one sitting, the examination may be broken down into two or three sittings.
[39] *Viva voce* oral examinations may only be used in conjunction with another assessment method, usually a seen assessment to which the viva voce adds.
[40] Assessment instruments 4-8 are classified as coursework and are to be carried out over a length of time.
[41] Total words shall include all footnotes and references but not a bibliography.

21. The diet of assessments will be dictated by the needs of the modules and how they build to meet the outcomes of the programme. However, programme designers should attempt to ensure:

    (1) as broad a range of assessment instruments in the diet as possible;

    (2) as few assessments as possible should be used;

    (3) that repetition of assessment of an outcome is avoided;

    (4) that common outcomes among modules are assessed by a single assessment within the programme;

    (5) that capstone assessments are used where appropriate to demonstrate the integration of learning outcomes and meta learning;

    (6) that the diet provides confidence that the work submitted is that of the student.

22. Set out below is an indicative programme assessment matrix. The principles on which this matrix has been constructed are that the fewest possible number of assessments are applied, that where there is a takeaway written assignment that is not unique to the individual student it is authenticated by an oral assessment, that there is a spread of assessment types to ensure that a range of learning outcomes and skills are being assessed, and that the assessment matrix is not dominated by unseen assessments but that some are included to demonstrate rigour in assessing the students own work.

Masters

	Unseen Exam	Report	Essay/ Opinion	Team Re-search Project	Individual Re-search Project	Viva Voce	Oral Presentation	Dissertation
Mod 1 (15)	2hr							
Mod 2 (15)		1500				10 mins		
Mod 3 (15)			2500					
Mod 4 (15)					2000			
Mod 5 (30)				7000			15 mins Q&A	
Mod 6 (30)				2500			45 mins	
Mod 7 (30)	3hr							
Mod 7 (60)						20 mins		12000

Assessment Feedback Policy

Purpose and Scope

23. The Assessment Feedback Policy (The Policy) applies to all BPP University Schools with the aim to ensure consistency of practice across the University and to manage students' expectations.

24. Where the Policy cannot be followed as a result of professional, statutory, or regulatory body's requirements or other reasons, this should be discussed as part of programme approval(s) or subsequent review(s). This should also be made clear in the programme handbook.

25. The outcome of an assessment process may be a numerical score (mark or grade) and/or qualitative feedback. Qualitative feedback to students on assessed work can be written, oral (audio, video recording or face-to-face) or a combination of both.

BPP University's Approach

26. The University is committed to having in place mechanisms to support academic progress of its students to review and feedback on assessments (GARs, Part G, Section 3, Paragraph 6). All students have a right to feedback on both formative and summative assessments, whatever the mode of assessment.

Formative Feedback

27. Formative examinations and assessments are designed to provide learners with feedback on their performance and give guidance on how it can be improved without counting toward the overall result on a module or programme of study (GARS Part H/ Section 1/Paragraph 1b).

    a) All students are provided with access to individual feedback.
    b) This is provided by right and not only on request.
    c) Formative feedback is provided within 4 weeks.

Summative Feedback

28. Summative examinations and assessments contribute to students' learning, provide a measure of achievement or failure in respect of learners' performance in relation to the intended learning outcomes of a programme of study and count towards the overall result on a module and programme, (GARs, Part H, Section 1, Paragraph 1c). Summative examinations and assessments provide feedback to students to help with their learning (GARs, Part H, Section 1, Paragraph 3b).

Undergraduate programmes

29. Each School/programme will publish an examination report with brief comments on the general performance of students in each

module/assessment as appropriate. This report will be published within 8 weeks of results being released.

30. Students who pass an assessment can request individual pass feedback, but must make their request within 10 working days of their results being released. This feedback must be provided within 8 weeks of being requested

31. Students who fail an assessment will automatically have individual fail feedback generated within 4 weeks of their result being released. Programmes will inform students of the method by which this feedback will be made available to students.

All non-undergraduate programmes

32. Students who pass an assessment can request individual pass feedback, but must make their request within 10 working days of their results being released. This feedback must be provided within 8 weeks of being requested.

33. Students who fail an assessment will automatically have individual fail feedback generated within 4 weeks of their result being released. Programmes will inform students of the method by which this feedback will be made available to students.

Communication to Students

34. Each programme communicates the timescales to their students using the methods that are appropriate to the particular programme. However at a minimum, the timescales and access to feedback is to be provided:

a) Through the Programme Handbook;
b) On the VLE.

Monitoring of Feedback

35. In order to support good quality feedback practices regardless of purpose, the following seven key principles (TACTICS) should be used for the evaluation of qualitative feedback (Appendix 1). The TACTICS framework should be used by tutors, examiners and students to evaluate assessment feedback and continuously enhance its quality. Each programme has a quality assurance process to ensure that feedback is of the right quality.

Student queries

36. Programmes must designate a point contact for student queries relating to feedback. Student queries may include (but are not limited to) the following:

a) Students must only contact the designed person/email address where they have feedback queries;

b) Requesting pass feedback as set out in section 4 above;

c) Where summative feedback has not been provided within the set timescale in section 4 above;

d) Where formative feedback has not been provided within the set timescales in section 4 above;

e) Issues relating to the content of feedback (see paragraph below).

37. If the matter is not satisfactorily resolved, the student should contact the Director of Programmes.

38. Students are reminded that the purpose of formative feedback is to assist them with their attempt at the summative assessment. The purpose of summative feedback where a student has failed, is to assist with their next sitting. Feedback is written consistent with the TACTICS Framework below. Where a student believes that the feedback does not comply with this policy, they must raise it within 10 days of receipt.

39. TACTICS Framework: Seven principles for effective feedback:

Timely: The student has enough time to act on feedback. Depending on purpose, to be effective, feedback is returned soon after an assessment or assignment and is forward looking.

Amount: Select two or three points about a student's assessment evidence for comment, feedback is on important points and comments are on as many strengths as on weaknesses.

Clear: Feedback should be about the task, processing of the task, and self-regulation. The student is clear about the next steps he/she needs to take to improve.

Tone: Supportive and implies the student as agent. Using internal and external feedback mechanisms, the student is stimulated and motivated to become increasingly autonomous (self-regulation, self-management, metacognitive knowledge).

Informs teaching: Assessment information can be used by lecturers to shape their teaching.

Constructive: Giving information on how the standards (learning outcomes/assessment criteria) are met or not met, future developments and indicative actions for improvement.

Specific: Pin –pointed

Section 12: Marking Policy

Purpose and Scope

1. The University is committed to ensuring validity, accuracy and consistency of the marking process.

2. The University's Marking Policy applies to all summative assessments, on all modules, within all BPP University Schools. The aim is to ensure consistency of practice across the University and to manage students' expectations. Where the Policy cannot be followed as a result of professional, statutory, or regulatory body's requirements or other reasons, a derogation must be sought from Academic Council in advance.

3. This policy does not cover the design of assessments, marking schemes or rubrics, or the scrutiny process before the release of assessments. Neither does it cover formative marking or any future automated marking of summative assessments. It relates solely to the marking process which continues up and until external moderation is completed.

4. This policy enables staff involved in marking and moderating student work to be "guided by clear processes which address the degree-awarding body's requirements. In particular arrangements for, and the degrees awarding body's definition of, first and second marking are clearly set out and applied, and include guidance on how agreement will be reached on the final marks to be awarded" in accordance with the QAA Quality Code.

5. For all assessments, aside from multiple choice, the Marking Policy has five distinct steps. Multiple choice questions have a single step.

Definitions

6. Assessment: A single assessment or element of an assessment, e.g. a single three hour essay paper.

7. Script: The answer booklet(s) or oral performance from a single student. For ease of reference the word script is used throughout to denote either.

8. Multiple Choice Question: A question where the candidate must select one or more correct answers from a list with no scope to answer in any other way.

9. Mechanical assessments: An assessment that is marked by reference to a clear marking scheme that affords the marker no discretion beyond deciding if the point should be awarded or not.

10. Discretionary/Skills assessments: Assessments where the marker must decide how many marks to award based on criterion. Essays, reports, papers, oral and written skills assessments would fall into this category.

11. Assessment Leader: The member of faculty with overall academic responsibility for a particular assessment. This policy does not override the structure within each School as to how decisions are made. In practice, the decision might be made at a more senior level than Module/Subject Leader.

12. Marker: A member of faculty who gives an assessment a numerical mark.

13. Moderator: A member of faculty who decides if a marker has marked one or more assessments, correctly.

14. First marking: Markers mark a script where no other marker has done so before.

15. Second marking: All scripts are marked for a second time by a marker who assigns a numerical mark.

16. Moderation: A moderator looks at a batch of scripts from a single marker and determines whether they have been marked properly in accordance with the mark scheme.

17. Top mark script: A script that gains a mark in the highest mark band for the particular assessment, e.g. Distinction, Outstanding.

18. Fail mark script: A script that gains a mark that is a fail but within 15 marks of a pass for a Skills/Discretionary assessment and 5 marks for a Mechanical assessment.

19. Middle mark script: A script that is a pass and does not fall into the top mark script definition.

20. 'At least': Where this term is used within the policy, Assessment Leaders are compliant so long as they meet the 'At least' numbers set out. They are free to increase the numbers stated but are not permitted to decrease them without a derogation from Academic Council.

Training

21. It is the University's responsibility to ensure that markers are competent both in their subject area and in marking assessments. Training may be delivered by University Education Services ('UES'), Schools or by UES and School(s) working in collaboration.

22. Training may take the form of:

    (i) New Marker Training;
    (ii) Refresher Training for experienced markers;
    (iii) Calibration Events: New and experienced markers ensure that they are properly calibrated within a programme and with regard to academic levels when marking assessments that require judgement against a mark scheme or criterion.

Multiple Choice Questions – Stage 1 of 1

23. Where a Multiple Choice assessment is conducted on a computer, the Assessment Leader must check a sample of assessments to ensure that the correct marks have been awarded, i.e. a quality assurance check of the answers given to the computer.

24. Where a Multiple Choice assessment is marked by a human, the Assessment Leader must check 10% of the total number of scripts marked by each marker, to ensure that they have been marked correctly, i.e. the marker has correctly matched the answer given to the mark scheme and scored it accordingly.

All other assessments – Stage 1 of 5: Standardisation

25. The standardisation process precedes full marking of scripts. It ensures that markers are confident that they are marking consistently in accordance with the mark scheme. The Assessment Leader and markers are all expected to take part in this process by marking the standardisation scripts and then meeting (in person or online) to discuss the marks awarded, their approach to the mark scheme and where permitted, make changes to the scheme to ensure that it reflect appropriate academic standards.

    Assessment Leaders must choose one of the following methods of determining how many scripts are standardised:

    (ii) At least one common script standardised by all markers; or,
    (iii) At least three scripts standardised by all markers where the Assessment Leader has determined that one appears to be a top mark script, one fail mark script and one middle mark script; or,
    (iv) Three different scripts standardised by each pair of markers, where, for each batch of three given to a pair, the Assessment Leader has determined that one appears to be a top mark script, one fail mark script and one middle mark script.

26. Markers must adhere rigidly to the agreed mark scheme. If after the standardisation meeting, markers encounter unusual answers not discussed during the standardisation meeting or included in the mark scheme, they are required to refer these to the Module Leader or nominee.

All other assessments – Stage 2 of 5: First marking

27. A marker or markers first marks all scripts allocated to them. Each script is marked once by a single marker.

All other assessments – Stage 3 of 5: Second Marking OR Moderation

28. An assessment must be second marked or moderated. The two processes are distinct and must not be mixed or altered.

29. All programmes that contain 20 or fewer students must moderate the entire sample for every module. For programmes with more than 20 students, they are expected to moderate all modules but can choose to second mark a module if there is good reason to do so.

Option A: Second Marking

30. Second marking occurs where *every single script in an assessment* is marked for a second time by a marker who did not first mark the script. Second marking can be:

    (iv) blind: where the second marker does not see the mark and/or comments from the first marker; or,
    (v) seen: where the second marker is able to see the mark and/or comments made by the first marker.

31. Once the second marker has completed their marking, they must meet the first marker (in person or online) and agree a mark for each script. The agreement mark must be a product of discussion where the marks between two markers differs. It must not be a decision to take the higher mark, lower mark, average or any other non-discursive approach.

Option B: Moderation

32. Moderation is where a moderator examines a batch of scripts from a single first marker. One moderator can moderate all first markers (where there is more than one) or there can be multiple moderators.

Pass/fail assessments

- Where an assessment is pass/fail with no passing gradations, for each marker the Assessment Leader must create a moderation bundle consisting of:

	Skills/ Discretionary	**Mechanical**
Fail mark scripts	All scripts that are 15 marks or fewer from the pass mark	All scripts that are 5 marks or fewer from the pass mark
Middle mark scripts **AND** **Top mark scripts**	10% of the scripts across both categories, rounded up to the nearest whole number	5% of the scripts across both categories, rounded up to the nearest whole number

All other assessments

- For each marker, the Assessment Leader must create a bundle consisting of the following. That bundle must be assigned to a moderator.

	Skills/ Discretionary	**Mechanical**
Fail mark scripts	All scripts that are 15 marks or fewer from the pass mark	All scripts that are 5 marks or fewer from the pass mark
Middle mark scripts	2 scripts that are a bare pass PLUS 2 other scripts	2 scripts that are a bare pass PLUS 2 other scripts
Top mark scripts	The lowest scoring top mark script (just 1 if there is more than 1) PLUS The highest scoring top mark script (just 1 if there is more than 1)	The lowest scoring top mark script (just 1 if there is more than 1) PLUS The highest scoring top mark script (just 1 if there is more than 1)

	PLUS 10% of the remainder rounded up to the nearest whole number	PLUS 5% of the remainder rounded up to the nearest whole number

33. The moderator's role is to determine the following question ('The moderation question'):

Has the first marker correctly applied the mark scheme and/or marking criteria to the scripts in the moderation bundle?

- If the answer is yes, the first marker's marks for all scripts (not just those in the bundle) are approved and considered to be the final mark awarded a candidate; or,

- If the answer is no, then the moderator must decide between the following two choices:

(iv) If the moderator takes the view that there is an identifiable issue with the first marker's marking, e.g. the treatment of a particular question, issue or point on a mark scheme, then the moderator must reject the sample and return it to the first marker and ask them to re-mark all scripts (not just those in the sample) on this point or where multiple points are identified, on each point identified.

(v) Alternatively, if the moderator takes the view that there is no identifiable issue and therefore the marking is inconsistently sub-standard, they must reject the bundle which in turn would lead to all scripts (not just the bundle) being marked afresh by a new first marker. Where this happens, the new marker must be subject to the moderation process based on their marks.

34. The view of each moderator must be recorded on a Moderation Form.

35. At any point in the moderation process a moderator is entitled to ask for sight of any other scripts from the same marker in order to answer the question in this section.

All other assessments – Stage 4 of 5: Assessment Leader sign off

36. Following second marking or moderation, the Assessment Leader must sign off the marks for the assignment before samples are sent to the External Examiner.

Option A: Second Marking

37. Once the Assessment Leader is content that all scripts have been first and second marked with a properly agreed mark arrived at by discussion, they can sign off the marks awarded to all scripts.

Option B: Moderation

38. Where a moderator has answered the moderation question positively, the Assessment Leader can sign off the marks awarded by that first marker. Where the answer is negative, the Assessment Leader must be satisfied that the

remedial work required to all of the marker's scripts has been completed so that the moderation question can be answered positively for that marker.

39. Once the moderation question is answered positively for all markers, the Assessment Leader can sign off the marks awarded to all scripts.

All other assessments – Stage 5 of 5: External Examiner

40. The External Examiner must be sent the following:

- A schedule of final marks for all scripts;
- A sample size and range of scripts in accordance with the regulations on Marking and Moderation set out in Part J of the GARs.

41. The External Examiner must be reminded of their ability to request further scripts.

Records and Auditing

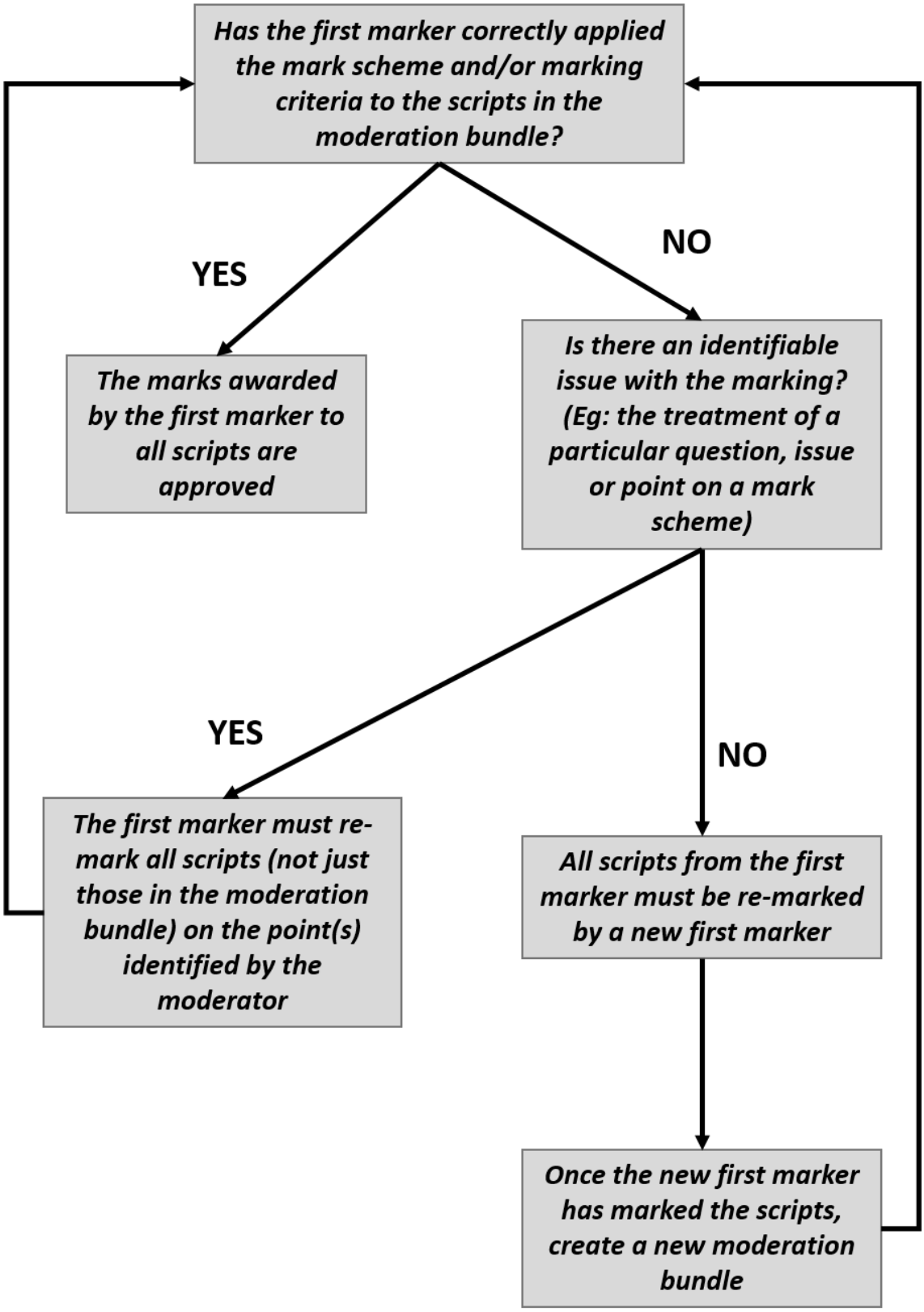
42. The Assessment Leader is responsible for ensuring that:

a) Scripts have been properly annotated to indicate that they have been first marked; and,
b) Scripts have been properly annotated to indicate that they have been moderated or second marked if appropriate; and,
c) Scripts have the final mark awarded clearly and unambiguously stated on the face of them; and,
d) Moderation forms are retained; and,
e) Mark schedules are accurate.

Academic malpractice

43. Markers are reminded that they must report suspected academic malpractice to the Assessment Leader, within a reasonable time period, bearing in mind the diet of assessments the student is undertaking.

44. The Moderation Process:



Section 13: The Agreement and Implementation of Reasonable Adjustments

Context

1. In accordance with BPP University's commitment to Inclusive and fair practice and our legal responsibilities under the Equality Act 2010, adjustments for examinations and assessments are designed to ensure that students with a learning difficulty and/or disability as defined by the Equality Act 2010 have an equal and fair opportunity to demonstrate their skills, knowledge and understanding during assessments.

2. All examination schedules should include the provision for amended/extended timings, flexible timetables and locations for students entitled to exam adjustments.

3. Some students may also require adjustments if they have difficulty attending examinations or assessments because of pregnancy, a commitment to religious observance/festivals or caring responsibilities.

4. In some instances alternative forms of assessments may be required to accommodate a student.

General Principles

5. The Learning Support Office is authorised to recommend reasonable adjustments for students with learning difficulties, disabilities and temporary illnesses. Prescribing reasonable adjustments for examinations forms a part of the Learning Support Agreement which is completed in accordance with the Learning Support Policy. Once a student has a completed Learning Support Agreement and signed a Disclosure agreement information will be passed to the examinations team who are responsible for the implementation of the recommended reasonable adjustments.

6. Reasonable adjustments in examinations are designed to ensure fair access for all students.

7. In order to implement reasonable adjustments in examinations information relating to a learning difficulty or disability will only be shared with examinations staff and awarding bodies with the consent (signed Disclosure) of the student.

8. For some courses (e.g. ACCA) it is the responsibility of the student to notify the external examinations body themselves of any disability or learning difficulty; this may form part of the initial exams registration process.

9. The implementation of reasonable adjustments in examinations and assessments will take account the requirements and standards of professional bodies.

10. While there is no duty to make reasonable adjustments to competence standards, the duty does apply to the assessment of that standard. There is a distinction between requiring students to demonstrate they have reached a required standard, and the method by which this is assessed.

11. All reasonable applications for reasonable adjustments in examinations will be considered.

12. Reasonable adjustments in examinations should reflect the student's normal way of working; namely the study strategies and learning methods utilised by the student in class or private study based activity.

13. Reasonable adjustment in examinations should not be assumed to have been authorised until appropriate evidence has been provided and confirmation of BPP University's agreement to the reasonable adjustment has been provided with staff and student signatures on a Learning Support Agreement.

14. Students may not require the same adjustments in each subject or module. Subjects and their methods of assessments may vary, leading to different demands of the student.

15. Reasonable adjustments to examinations can only be implemented with accurate and up-to-date (see below) evidence which specifically outlines the requirements of the student.

16. The University reserves the right to interpret and recommend the implementation of reasonable adjustments in consideration of other factors such as awarding body regulations, academic standards, the availability of resources and the notice provided before the examination sit.

17. A reasonable adjustment may be granted for the duration of a student's programme of studies as per the Learning Support Agreement but these may reviewed either at the request of the student or the Learning Support office as appropriate. For example when a change is required to reflect a change in the student's wellbeing or condition.

18. All applications for reasonable adjustments to examinations should be submitted to the Learning Support Office at least one month prior to the start date of the assessment period.

19. The Learning Support Office and Examinations Office reserve the right not to implement reasonable adjustments to examinations or assessments where deadlines are missed or suitable evidence is not produced prior to the examination sit.

20. All information relating to an individual's learning difficulty or disability will be held in accordance with the General Data Protection Regulations and the Data Protection Act 2018.

<u>Applying for Reasonable Adjustments in Examinations</u>

21. For all BPP University examinations, applications for reasonable adjustments must be submitted to the Learning Support representative at least one month prior to the start date of the assessment for which those adjustments are required. BPP University cannot guarantee that reasonable adjustments will be provided where notification has not been provided at least one month prior to the assessment.

22. Importantly, external examination bodies will have their own deadlines for making applications for reasonable adjustments and this should be checked with the relevant examinations body by the student. A request for reasonable adjustments may be required when the student applies/registers for the examination.

23. An adjustment may be granted for the duration of a student's programme of study where the disability, learning difficulty, or medical condition is relatively unchanging and where the effect of the disability on the examination situation is unlikely to change.

24. Where the disability, learning difficulty, or medical condition and/or its effect on the assessment are likely to change a new adjustment must be applied for each year. A re-evaluation of the requirements and appropriate support may be required.

Reasonable Adjustments

25. Examples:

    (a) Additional time
    (b) A separate room
    (c) A scribe/amanuensis
    (d) A reader
    (e) A BSL interpreter
    (f) A prompter
    (g) Assessment materials in a different format:
        - Coloured/enlarged paper
        - Braille papers and tactile diagrams with Braille labels
        - Tactile diagrams with print labels
        - Transcript of listening test/video
    (h) Coloured overlays
    (i) A computer
    (j) Assistive technology
    (k) Supervised rest breaks
    (l) Alternative formats of assessments are also available (see paragraphs 42 to 52 below); which meet the programme objectives and learning outcomes in level and scope with those of the validated assessment which it replaces

26. The list above is not exhaustive and where possible and reasonable other adjustments may be considered as appropriate to individual needs.

Procedure for the Application of Exam Adjustments

27. In the first instance reasonable adjustments for examinations will be considered when forming the initial Learning Support Agreement for a student with a Learning Difficulty and/or a Disability. This information will be forwarded to the exams team for processing and implementation.

28. Independent requests for students who do not have an active Learning Support Agreement should be sent to the Learning Support Office, with supporting evidence.

29. The Learning Support Office will ensure that support is requested from all other departments for whom the adjustment is relevant.

30. Details of the agreed reasonable adjustment will be sent to the exams team for implementation.

Reasonable Adjustments: General Guidelines on Adjustments

31. Where possible and appropriate the student's individual needs and normal way of working should always be considered. Supervised rest breaks should be considered before making a request for extra time, since they may be more appropriate, e.g. for students with medical or psychological conditions.

Typical Adjustments (Guidance only)

32. *General communication difficulties:* Students may require extra time to demonstrate skills. They may need to use a computer for word processing. In some instances a scribe may be required.

33. *Students with a hearing impairment:* Additional time should be allowed, if requested. Some students may also be allowed additional writing time, and/or the use of a BSL signer or interpreter for oral exams.

34. *Students with a visual impairment:* Additional time; students may also require modified materials, e.g. Braille, larger font sizes, specific coloured paper, and/or a computer with a screen reader/voice recognition software, large keyboards.

35. *Students with a specific learning difficulty such as dyslexia, dyspraxia, and attention deficit disorder (ADD):* Normally 25% additional time and/or the use of a word processor; for students whose writing speed is very slow a scribe may be recommended.

36. *Students on the autism spectrum:* A quiet room, rest breaks and in some cases a prompter. When a student has little or no sense of time, or loses concentration easily, or is affected by an obsessive-compulsive disorder which leads them to keep revising a question rather than moving onto other questions a prompter may be required.

37. *Students with emotional difficulties*: A low occupancy room may be appropriate and rest breaks of up to 10 minutes per hour.

38. *Students with mental health conditions:* Extra time up to 25% and/or rest breaks and/or a quiet or low occupancy room.

39. *Students with mobility difficulties or physical disabilities:* A scribe, ergonomic support; including chairs, height adjustable desks and gel pads; accessible locations and a close proximity to facilities including toilets must be available.

40. In some cases it may be appropriate to recommend multiple adjustments to reflect a combination of health, disability or learning difficulties in the same student.

Evidence in Support of Extra Time of up to 100%

41. In demonstrably exceptional circumstances, extra time up to 100% may be authorised. There should be clear and compelling evidence and reason for this reasonable adjustment. Applications for this adjustment must be submitted at least one month prior to the start of the assessment period. Evidence would take the same format as "Evidence in support of a medical, physical or psychological requirement or a visual or hearing impairment" in the Learning Support Policy, with specific reference to the requirement for enhanced extra time, including evidence of how the amount of extra time has been determined.

Exceptional Reasonable Adjustments and Alternative Forms of Assessment

42. In addition to the reasonable adjustments for timed invigilated examinations in demonstrably exceptional circumstances, alternative forms of assessment may be available. These may be appropriate for students with chronic health conditions or where there would be a significant negative disadvantage from sitting a timed invigilated examination.

43. All alternative forms of assessment must substantiate that they represent an effective and reasonable means of avoiding disadvantage and that there is no equally effective, reasonable, alternative means of avoiding that disadvantage.

44. The opportunity to submit an application for alternative forms of assessment to the Reasonable Adjustments Panel should be discussed at a meeting with the Learning Support Office (e.g. with a Disability Advisor). Applications to the Reasonable Adjustment Panel should be made by Learning Support on behalf of the student. Direct submissions from students will not be accepted.

45. There are strict deadlines for external examiners to approve any alternative formats of assessment. The Learning Support Office will be able to advise students of the required deadlines for submission.

46. The student must provide evidence as to why they are unable to sit their examination in timed invigilated conditions with the range of reasonable adjustments available to them. The evidence should be compelling and in the format set out under "Evidence in support of a Medical, Physical or Psychological Conditions, including Mental Health Conditions and/or a Visual or Hearing impairment," outlined in MoPPs, Part L, Section 2.

47. The alternative form of assessment must assess the same intended learning outcomes as the standard examination.

48. Alternative forms of assessments will be conducted under conditions that are as far as possible equivalent to those of standard assessments.

49. When making a decision on the appropriateness of an alternative form of assessment, academic and Learning Support staff will be guided by the competence standards for the award and the regulatory requirements of any associated professional or awarding body.

50. In most cases, the format of the alternative assessment will be an assessment paper to be completed over a specified period of time. Each piece of assessment may be followed by an authentication session to verify that the assessment piece is the student's own work, in order to preserve academic integrity. This

may take the form of a brief question and answer session relating to the student's alternative assessment submission.

51. The outcome of each assessment will be communicated to students in the usual way and students have the same entitlement to feedback.

52. Students may appeal decisions of the Reasonable Adjustments Panel under the Student Appeals Procedure as set out at Part K of these Regulations.

The use of computer and assistive software

53. Where the use of a University computer is agreed for examinations, this will, as far as possible, be situated at the University location where the main course of study takes place.

A range of specialist equipment and assistive technology is available which is based on individual requirements and where students use a University computer.

54. In limited circumstances and by agreement only, when taking an assessment at a BPP location students are encouraged to use their own computer where for example JAWS, Dragon or Supernova is installed and where this includes personalised dictionaries and keyboard short commands.

55. Permitted materials may be made available in PDF or Word format.

56. Reading Pens are not permitted.

General Guidance on Administering Reasonable Adjustments in Examinations

57. Where the student requires the services of a reader and scribe, a separate invigilator should also be present. The reader or scribe should not provide assistance with academic content, or factual information nor provide any advice in relation to how to respond to a question.

58. A reader will only be considered for students with substantially impaired reading ability and will not be allowed to supplement a candidate's general levels of literacy.

59. Supervised rest breaks are appropriate for students with low concentration or who are affected by undue stress or during pregnancy; supervised rest breaks will also be permitted for other medical and psychological reasons on an individual basis.

60. Rest breaks are allocated per hour of the examination. Student can 'bank' the rest breaks and take them as required but cannot take a rest break of more than 15 minutes in any 1 hour. The student is not permitted to leave the immediate vicinity of the examination during the rest breaks and must be supervised at all times. The examination time will be stopped and restarted during each rest break.

61. The rest break is not included in any extra time allowance.

62. Where a student develops a serious illness or medical condition immediately prior to or during an Exam, the Exams Officers should ensure that medical advice is sought to ensure that the student is well enough to sit the exam. The student must meet the requirements of BPP University's 'Fit to Sit' Policy. This is to ensure that BPP University meets its duty of care to students during the examination period. (See the "Fit to Sit" Policy).

63. A 'low occupancy' room is defined as room which accommodates up to 40 students. This may vary depending on the demands at a particular BPP location.

64. Students may be allocated the use of their own room to sit examinations, where reasonably practicable, for example when they require a scribe or a reader.

65. Adjustments for life-long conditions (e.g. dyslexia/visual impairment) are permitted for the duration of the student's time at BPP University. However, the amount of additional time allowed can be re-evaluated at the student's request or the request of the Learning Support Service providing that there is supporting evidence.

66. Extra time is not permissible for examinations where the time in which a skill is performed forms part of the assessment criteria. This would be an example of exam adjustments impinging on academic or professional standards.

67. Exam adjustments cannot be provided for students who fail to attend the examination at the scheduled time.

68. BPP University does not have a system for differentiated marking either in examinations or coursework assessments.

69. If a student is unable to take an examination on a particular day for legitimate reasons (for example having two scheduled in one day would be too onerous) or the quantity of extra time for the examination adjustment requires that the exam is taken over two consecutive days, arrangements may be made for the candidate to sit the examination at an alternative time. This process must be agreed in advance by the Reasonable Adjustments Panel.

Section 14: Policy on Holding Examinations at a Venue Outside the UK

Authority

1. This procedure derives from the General Academic Regulations, Part H, Paragraphs 5, 28 and 30. These regulations should be read in conjunction with the General Academic Regulations on Examination and Assessment.

Introduction

2. The University recognises that the integrity and security of its assessment process is paramount to protecting academic standards and assuring the quality of its awards. Consequently, all arrangements for assessment, wherever held, must be carefully controlled. The University also recognises that some students may have considerable difficulty in attending their examinations at a the University run venue and in particular those students based outside of the UK who are studying through an online or distance learning mode, and those students who are required to return home overseas for good reason (such as compliance with the terms of their visa) while still having examination sits remaining.

Overseas Examinations Requirements

3. The University may consider applications from students to sit one or more of their examinations at a venue outside of the UK subject to the following conditions:

(1) The student can demonstrate good reason for not being able to attend a University controlled venue;

(2) A student may be liable for costs arising from holding the examination at the centre including administrative charges.

(3) The venue to be used is a University approved venue, in all circumstances at BPP's sole discretion, that meets the criteria as set out below:

(a) Provide an official key contact who will oversee the security and confidentiality of the examination arrangements and correspond in a timely manner with the University staff as appropriate;

(b) Provide a secure email address for receipt of examination materials;

(c) Printing and copying facilities;

(d) Provide a secure process and location for the printing storage of exam materials;

(e) Provide an invigilator who is independent of the candidate;

(f) Provide a quiet location with appropriate furnishings and facilities in which the student may take the examination;

(g) Verify the candidate's identity and ensure they sign the register of attendance;

(h) Securely convey the examination script, invigilator's report and materials to BPP University Examinations Office.

4. To assure the integrity of the examination, where necessary, convenient and proportionate, the Head of Registry Operations may take such steps as they determine appropriate. The costs of any such steps shall be agreed beforehand and borne by the candidate.

5. The Head of Registry Operations shall ensure that:

(1) The host institution is an appropriate institution to secure the integrity of the examinations process;

(2) Agreement to administer the examination is confirmed in writing with the host institution;

(3) The arrangements for transporting, receiving and storing the examination materials and question paper are secure and confirmed;

(4) The arrangements for the administering and invigilating the examination; including the provision of instructions to the invigilator, examination aids and meeting the terms of learning support agreements are set out an agreed, and for confirming the identity of the candidate;

(5) The arrangements for the timing of the examination are such as to ensure the integrity of the examination for the candidate in question and those taking the examination elsewhere and to ensure that there is no opportunity for communication between the two sets of candidates.

(6) Where an examination is set at a different time to that in the UK such that the examinations are not sufficiently synchronous to be able to rule out the possibility of communication between candidates, then a separate examination paper is administered;

(7) The arrangements for returning the examination question paper to the Registry are secure and swift.

All of the arrangements set out above must be confirmed in writing.

<u>Monitoring, Evaluation and Review of the Policy on Holding Examinations at a Venue Outside the UK</u>

6. The Head of Registry Operations shall report annually on the number and location of examinations held overseas, together with any issues arising. The list of approved centres shall be reviewed and approved annually by the Education and Standards Committee.

Part J: External Examining

Section 1: Procedures for the Nomination, Appointment and Induction of External Examiners and for Responding to External Examiners' Reports

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part J. These procedures should be read in conjunction with the General Academic Regulations on External Examining.

Nomination of External Examiners

Role of the Programme Leaders and Heads of Programmes

2. The programme leader or Head of Programmes, as appropriate, with the prior approval of the Dean of School, shall recommend nominees in conformity with the External Examining regulations, agree the nomination with the nominee, complete the nomination form and return it to the Dean of Academic Quality for presentation to the Education and Standards Committee. If unsuccessful, the nomination will be returned to the originating officer for revision or a new nomination, as appropriate.

Role of the Dean of Academic Quality

3. The Dean of Academic Quality will maintain a register of the appointment of external examiners to all programmes. The Dean will inform the programme leader or Head of Programmes, as appropriate, during each Term of the nominations needed for the forthcoming year and make available nomination forms.

4. On receipt of the completed nomination forms, the Dean of Academic Quality will:

   (a) check that the form is complete and that all the criteria are met. Where necessary the form will be returned to the academic officer(s) making the recommendation;

   (b) prepare the nomination for consideration by the Education and Standards Committee for subsequent recommendation to the Academic Council;

   (c) inform the programme leader or Head of Programmes, as appropriate, of the decision of the Academic Council and record the appointments;

   (d) update the register of existing external examiners for programmes. The register will enable the Dean of Academic Quality to identify and draw to the attention of officers any potential breaches in the criteria for the appointment of external examiners. It will also be used to check the receipt of reports and the need for new appointments;

   (e) issue the letter of appointment, copying the relevant programme leader or Head of Programmes.

Role of Education and Standards Committee

5. Nomination forms and external examiner CVs will be scrutinised by the Education and Standards Committee in order to make recommendations to the Academic Council.

Role of the Academic Council

6. The Academic Council will consider each recommended nomination on its individual merit and in the context of the register of appointments and will approve the appointment, or advise otherwise.

7. The appointments of external examiners should be phased so that there is an appropriate balance on each individual programme or programme group, as appropriate, between newly appointed and continuing external examiners.

8. The nomination of external examiners with little or no prior experience of external examining is acceptable, provided that appropriate arrangements are made for induction by the relevant programme leader or Head of Programmes and appropriate support provided. This is particularly important in the case of external examiners who are drawn from practice or who are appointed by professional or statutory bodies.

Introductory Information for External Examiners

9. In addition to the appointment letter setting out contractual arrangements, the Dean of Academic Quality will send each external examiner the External Examiner Handbook containing:

   (a) the regulations on external examining and these procedures relating to external examining;

   (b) the relevant academic regulations;

   (c) the Equality and Diversity Policy;

   (d) relevant forms.

10. The following materials shall be sent to an external examiner by the relevant programme leader or Head of Programmes:

   (a) the definitive programme document for the relevant programme(s);

   (b) a list of the modules to be examined;

   (c) relevant module descriptors;

   (d) programme and relevant module assessment regulations;

   (e) assessment criteria;

   (f) reading lists for the programme(s) and relevant modules;

   (g) a copy of the most recent annual monitoring report for the relevant programme(s);

(h) details of the person to act as primary contact with the external examiner;

(i) dates of meetings of the board(s) of examiners and suggested date of first visit or induction.

Induction of New External Examiners

11. In additional to receiving the materials indicated above, new external examiners will also be invited to an induction/first visit meeting. At this meeting they will be guided through the materials provided, be given a tour of the centre where the meeting is arranged, have the opportunity to meet relevant module leaders and plan future visits. The timetable within which the component parts of their duties should be carried out, e.g. the approval of assessment instruments and the scrutiny of course work assignments and examination scripts, and the likely workload, will be described and any problems addressed.

12. External examiners from practice should be given the opportunity to discuss any additional support they might require and to be guided through the assessment criteria.

13. New external examiners will receive copies of the previous year's external examiner(s)' report(s) for the relevant programme(s) and module(s).

Responding to External Examiners' Reports

Receipt and Distribution.

14. On receipt of an external examiner's report, the Vice-Chancellor will:

(a) send an acknowledgement to the external examiner;

(b) send a copy of the report to the Dean of Academic Quality for consideration and further distribution.

15. The Dean of Academic Quality will be responsible for:

(a) monitoring that all expected reports are received and will take appropriate action on missing reports;

(b) distributing reports to the Dean of Academic Quality, the relevant Dean of School, Heads of Programmes, programme and module leaders, as appropriate, Registry and, where applicable, the relevant professional or statutory body.

16. The Dean of Academic Quality will be responsible for responses on institution-wide issues.

17. Programme leaders or Heads of Programmes, as appropriate, will be responsible for:

(a) distributing the report to module leaders and relevant members of the programme team;

(b) arranging how the report will be formally considered.

18. The annual summary of the external examiners' reports will be shared with the student representatives on the University's committees. The summary of all external examiner reports will be made available to students on the VLE , and full reports can be made available to students upon request, with the exception of any confidential reports submitted directly to the Vice-Chancellor.

19. The Dean of Academic Quality will be responsible for responding to student requests and enquiries in relation to external examiner reports.

Identification and Progression of Issues

20. All external examiners' reports are considered by the Dean of Academic Quality upon receipt and each report will additionally be considered by the relevant programme leader or Head of Programmes and by the Dean of School. The programme leader or Head of Programmes, having consulted with the Dean of School, will identify:

    (a) those matters which they are to address, where appropriate acting after consulting the programme team;

    (b) those matters which they are to take action upon in accordance with the advice of the Dean of School; and,

    (c) those issues which are to be referred back to the Dean of Academic Quality because they involve matters outside the control of the programme team and relevant school.

21. The programme leader or Head of Programmes is responsible for identifying which matters raised by the external examiner are capable of being, or require to be, resolved quickly and in advance of the start of a new academic year. Such matters will be addressed by the relevant officers and, where necessary, the action arising approved by the Vice-Chancellor and/or the Chair of the Academic Council, as appropriate.

22. External examiners shall receive a copy of the Annual Programme Monitoring Report which should demonstrate how their comments are being addressed.

23. The Programme Leader or Head of Programmes, as appropriate, will discuss issues raised in the external examiners' reports with relevant module leaders and members of the programme team and prepare an action plan which addresses each issue. Where no action is proposed a clear reason must be given for that proposal. The external examiner's report and the proposed action plan will be considered at a formal meeting of the programme team, copied to the Dean of Academic Quality, along with relevant minutes from the programme team/ School Education and Standards Board meetings, and included in the annual programme monitoring report.

24. The external examiners' reports and the programme team's action plan will be considered by the Education and Standards Committee at the earliest opportunity. The Dean of Academic Quality, on behalf of the Education and Standards Committee, will submit a summary report to the Academic Council on salient issues and those matters raising questions relevant to academic policy and standards.

25. The Education and Standards Committee, after taking advice or instructions from the Academic Council, where appropriate, may amend or vary the action plans submitted by a programme team.

26. The relevant programme leader or Head of Programmes is responsible for ensuring that the agreed action plan is implemented and for writing to the external examiner, copied to the Dean of Academic Quality, to inform them of the action that has been taken or is intended.

27. The Dean of Academic Quality will monitor the responses and will write on behalf of the Vice-Chancellor to those external examiners who raised University-wide matters to inform them of the action taken and the outcome of relevant deliberations.

28. The programme leaders or Head of Programmes must, in the following year's annual programme monitoring report, confirm action and report what was ongoing or to be implemented, and provide an evaluation of the effectiveness of action already taken.

Section 2: Criteria for the Appointment of External Examiners to BPP University Awards

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part J, Paragraphs 17-27. These procedures should be read in conjunction with the General Academic Regulations on External Examining.

2. The appointment of appropriately qualified and experienced external examiners is important in underpinning the quality and standing of BPP University's awards. The specific area of responsibility that an external examiner is to undertake must be defined before the selection can commence. The area of responsibility of the individual external examiner should be cross-referenced with those of the other external examiners to ensure that appropriate coverage is provided.

3. An external examiner may be appointed to more than one programme where the syllabus and curriculum is the same or similar and providing the external examiner is covering the same or similar module(s) in each of the programmes.

4. External examiners must have the qualifications and experience that will enable them to act as specified in the Regulations by reporting on:

   (a) whether the standards set are appropriate for BPP University's awards or components of awards;

   (b) the standards of student performance in programmes or parts of programmes which they have been appointed to examine;

   (c) the extent to which the University's assessment processes are rigorous, ensure equity of treatment for students and have been fairly conducted within the University regulations, policies and procedures;

   (d) whether the assessment instruments enable students to demonstrate the achievement of the intended learning outcomes for the module and for the programme;

   (e) the comparability of the standards and student achievements with those in other UK higher education institutions.

5. The functions that an external examiner is required to carry out are:

   (a) be in a position to make informed, independent and impartial judgments on the academic standards set, the measurement of student achievement, and the rigour and fairness of the assessment process;

   (b) be prepared to advise on any proposed changes to the assessment regulations which will directly affect students currently registered on the course;

   (c) scrutinise and approve all summative assessment instruments including coursework assessments, takeaway assignments, seen and unseen examination papers;

(d) evaluate those students achieving a result status on a module in the highest and fail grade bands along with a representative sample from each grade boundary sufficient to endorse that the assessment process has been carried out in accordance with the published regulations, policies and procedures and that the standards applied are appropriate to the award. External examiners shall be consulted about the method for sampling students' work for external scrutiny, defining the range for borderline marks and determining what is a representative sample covering the full range of marking bands. External examiners shall have access to all student work submitted for assessment counting towards an award. The regulations governing the endorsement of the assessment outcomes and procedures for resolving disagreement are set out in the regulations for examination boards.

(e) immediately report to the chairperson of the examining board concerned, any candidate that they consider to have engaged in academic misconduct;

(f) be a full member of, and attend the final meeting of, the relevant examination board or boards. To participate in the work of the boards, including *viva voce* examinations (where appropriate) and the consideration of the aggregation of marks in determining final results classifications on the award;

(g) to participate as required in the review of decisions about individual students' awards.

(h) submit an annual report to the Vice-Chancellor at the end of each year of the appointment.

6. A person nominated for appointment as external examiner must be able to undertake the duties associated with those functions and evidence of this ability must be provided in the nomination documentation.

7. Each programme, or group of programmes that share the same syllabus and curriculum, must have at least two external examiners. Additional external examiners should be added where the breadth of the programme syllabus, or assessment framework, or number of students require it. Collectively, the external examiners must:

(a) have the breadth of expertise required to cover the programme outcomes and assessment instruments;

(b) achieve an appropriate balance between the diversity of experience and seniority available within the range of those qualified to act as external examiners (Heads of Programme, Subject Leaders, Professors, Programme Leaders and Module Leaders);

(c) reflect the diversity of perspectives contained in the constituency of HE provision (i.e. new universities, Russell Group, practice etc.);

(d) have an appropriate range of cultural and gender diversity.

Individual Criteria

8. Consistent with the GARs, Part J, Paragraph 19-20, the nomination of an external examiner must include evidence of:

   (a) appropriate academic qualifications and experience in the discipline area of the programme(s) of study and/or;

   (b) appropriate professional qualifications and experience in the field covered by the programme(s) of study;

   (c) appropriate standing, credibility and breadth of experience within the academic/professional community for their opinion to carry weight;

   (d) comparable, current experience of examining and assessing in the field of study, at the same level and of any distinctive elements (such as Master's level dissertations) to indicate competence;

   (e) knowledge and understanding of UK higher education benchmarks for the assurance and enhancement of the quality of academic standards;

   (f) current experience and competence in curriculum design and in areas relating to the enhancement of the student experience;

   (g) fluency in English.

9. External examiners must be able to fulfil the functions set out in Paragraphs 4 and 5 above and relevant evidence is expected to be provided in support of the nomination.

10. External examiners must be able to commit the time to carry out their duties at BPP University.

Training

11. Where a person is nominated for whom this would be their first appointment as an external examiner, Heads of Programmes should highlight the fact and confirm what training, additional to that in the standard induction, will be provided and what other support will be made available to the external examiner, e.g. mentoring.

Barriers to Appointment

12. The following restrictions apply to the selection of external examiners:

   (a) external examiners must not have a close professional, contractual or personal relationship with a member of staff or a student involved with the programme of study;

   (b) external examiners should not hold more than the equivalent of two substantial external examinerships concurrently;

   (c) among the team of external examiners on a programme or programme group there must not be more than one examiner from the same institution;

(d) there must be no reciprocal examining between the University and the external examiner's own institution;

(e) an external examiner may in specific circumstances and with the express approval of the Academic Council, be re-appointed for one further year, but no extension for more than one year and no immediate re-appointment is permissible;

(f) an external examiner must not be succeeded within one year by another examiner from the same institution;

(g) no external examiner may, within the previous five years have been a member of staff or Academic Council, or a student or been an external examiner on a cognate programme in the University; nor may an examiner be a near relative of a member of staff of the University;

(h) no external examiner may be associated with a programme through student placements, through sponsorship of a student or through being in a position to influence significantly the employment of students on the programme;

(i) an external examiner should not be engaged in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question.

Process of Nomination

13. The Head of Programmes, with the prior approval of the Dean of the School, shall recommend nominees in conformity with the criteria stated here, agree the nomination with the nominee, complete the nomination form and return it to the Dean of Academic Quality for presentation to the Education and Standards Committee. If unsuccessful, the nomination will be returned to the originating officer for revision or new nomination as appropriate. If endorsed by the Education and Standards Committee the nomination will be presented to the Academic Council for approval.

14. Where an external examiner nomination is successful, the Dean of Academic Quality is responsible for writing formally to the external examiner, confirming the terms of their appointment.

15. The Head of Programmes is responsible for setting up an induction programme and such other training or support that is deemed necessary.

16. The Dean of Academic Quality shall maintain a register of the appointment of external examiners to all programmes. They will inform the Heads of Programmes during the year of the nominations needed for the forthcoming year and send them a nomination form.

17. For awards validated by a professional or statutory body and where the process of nomination and appointment of external examiners to those awards is conducted by the professional or statutory body, BPP University shall conform to the requirements of the statutory or professional body.

18. Appointments shall be reported to the Education and Standards Committee and the Academic Council.

Early Termination of Appointments

19. Where an external examiner fails to meet the duties set out in Paragraphs 4 or 5 above and where the officers of the University are unable to resolve the matter, the University reserves the right to terminate the appointment of the external examiner, as provided in the GARs, Part J, Paragraph 25.

20. Where appropriate, the University would utilise the annual renewal of external examiner appointments as a mechanism to review external examiner performance/ conduct.

21. In the first instance, every endeavour will be made to informally resolve non-compliance on the part of an external examiner with the duties set out in 4 or 5 above.

22. Where the external examiner's performance and/or conduct continue unsatisfactory, the Dean of Academic Quality shall issue a warning, advising on appropriate remedial action to be taken.

23. If matters are not resolved following an initial warning, the Vice-Chancellor shall have the power to inform the external examiner of the termination of their contract.

24. In exceptional circumstances, where there is a serious concern as to the integrity of the University's academic standards arising from the conduct of an external examiner, the Vice-Chancellor reserves the right to terminate an external examiner's appointment with immediate effect and without warning.

25. Bringing well-founded concerns about academic standards to the attention of the School, the Dean of Academic Quality, the Vice-Chancellor or the Quality Assurance Agency would not constitute grounds for the early termination of an external examiner's appointment.

Part K: Complaints and Appeals

Section 1: Policy on Academic Review

Introduction

1. Complaints and appeals are important to the University because we recognise that although we aim to provide a high-quality service, no system is error-proof. We rely on our members (students and staff) to help us identify potential errors and correct them. Wherever possible, we will seek to do so informally and promptly.

2. An ***appeal*** is a written request by a student for the reconsideration of a determination made by an officer, board, committee or panel of the University in relation to their status, progression or achievement as a student. A ***complaint*** is the notification by a student to the University of their dissatisfaction with an aspect of service or treatment that they have received from the University. A complaint should usually include an indication as to what resolution is being sought.

3. Appeals have a limited scope. Effectively the investigation amounts to a check as to whether the decision appealed was reached in accordance with correct BPP University procedures, and in the light of relevant information. Therefore, importantly matters of academic judgement cannot be appealed.

Principles

4. BPP University's procedures for complaints and appeals are based on the following principles:

   (a) All members of BPP University community (staff and students) are expected to act fairly and reasonably.

   (b) No one may investigate cases in which any potential conflict of interest might arise. Where practicable, senior academic staff should avoid becoming involved in the early stages of student academic complaints or malpractice.

   (c) Students must abide by BPP University's General Academic Regulations and Procedures as published on the VLE;

   (d) No student will be disadvantaged, discriminated against or in any way penalised for initiating a complaint or appeal (unless malpractice is uncovered in the course of investigating the matter).

   (e) Staff dealing with complaints and appeals will ensure that information disclosed by the student is only disclosed to third parties on a *need to know* basis.

   (f) Students may seek advice on their complaint or appeal or in confidence. Whilst a contemporaneous record of the discussion will be kept, if the student wishes, the information will remain confidential within the law.

   (g) Where a complaint or appeal is upheld, the remedy will be implemented effectively and efficiently.

Section 2: Student Complaints Policy and Procedure

1. The University provides a comprehensive procedure for investigating and acting upon student complaints and will ensure that all complaints are taken seriously and are properly handled in accordance with the procedures set out below.

Principles

2. The following principles underpin the policy:

   (a) complaints are important feedback to the University which can enhance quality;

   (b) students will not suffer disadvantage as a consequence of making a genuine complaint;

   (c) the University will seek to resolve complaints in a timely manner with the resources available;

   (d) the University shall endeavour to assist students to resolve their complaints informally before they invoke the formal procedures; and

   (e) those University officers tasked to investigate complaints shall do so impartially and objectively.

Scope

3. A complaint in relation to the following issues will be covered in the procedures set out in this policy:

   (a) an act or omission concerning the administration or operation of a regulatory procedure or service provided by the University, e.g. fitness to practise issues not relating to academic judgement;

   (b) the delivery or administration of the programme on which the student is registered, e.g. quality of teaching;

   (c) the conduct of a member of the academic or support staff of the University, e.g. discrimination;

   (d) the conduct of another student registered on a programme at the University, and

   (e) subject to Paragraphs 4 and 5 below, any other matter concerning the operation of the University which adversely and unfairly affects the student, and which is under the University's control.

4. The procedures set out in this policy do **not** apply to complaints in respect of the following matters:

   (a) Appeals against admission decisions, which are dealt with by the Admissions and Academic Appeals Regulations;

   (b) Appeals against academic progress decisions, which are dealt with by the provisions for appeal against an academic progress decision;

(c) Appeals against the decisions of Board of Examiners which are dealt with by the University's Academic Appeal Regulations;

(d) Allegations of cheating which are dealt with by the University's Academic Malpractice Regulations;

(e) Student attendance or disciplinary issues raised by the University which are dealt with by the University's Student Discipline Policy;

(f) The issue is subject to court or tribunal proceedings and those proceedings have concluded, or the matter is the subject of court or tribunal procedures that have not been stayed; and

(g) The issue concerns a student employment matter.

5. Where a student complains of a disciplinary offence committed by another student and the University decides to initiate proceedings under the Student Discipline Policy against the other student, the initiation of such proceedings will normally be deemed to constitute a resolution of the complaint.

Timeframe for Making Informal and Formal Complaints

6. An informal complaint should be made as close to the issue occurring which is the subject of the complaint.

7. A formal complaint should be made as soon as possible after the informal procedures have been exhausted, and must be made within 40 calendar days of the occurrence of the subject of the complaint. Complaints will only be considered outside this timescale if there are good reasons, supported by objective and authoritative evidence, for not complying within this timescale. Students should enclose a covering letter explaining the reasons for lateness and enclose any relevant evidence to support the lateness with the Formal Complaint Form. The Office of Regulation and Compliance (ORC) or nominee will consider the reasons why the form is late and will decide whether or not to accept the formal complaint for review.

Informal Complaint

Making the complaint

8. In the first instance, complaints should be raised informally with the person concerned, e.g. where the complaint relates to a tutor's teaching methods the matter might be most effectively resolved by discussion with that tutor.

9. If discussion with the person concerned is not possible or not appropriate, then an informal complaint should be raised with:

(a) the Student Advice and Guidance Team; or

(b) the student's personal tutor; or

(c) the Module Leader; or

(d) the Programme Leader or Deputy Programme Leader; or

(e) the Head of Programmes.

10. The student must decide with whom to raise the matter, depending on the nature of the complaint and the urgency of the matter. On receipt of an informal complaint, and with the student's consent, the member of staff consulted may refer the complaint to a more appropriate member of staff to address it.

11. The following guidelines should be followed:

(a) Complaints against individuals should not be raised at the staff-student liaison meeting.

(b) Where the complaint concerns the conduct of a member of the academic or support staff the complaint should normally be made to the Programme Leader.

(c) Where the complaint concerns a Programme Leader it should normally be made to another Programme Leader or the Head of Programmes.

(d) Exceptionally, the serious nature of the complaint may justify making a formal complaint (see below) without first making an informal complaint.

Responding to the Informal Complaint

12. The person to whom the complaint is made will seek to resolve the matter informally as soon as possible and normally within 15 working days of the complaint being made. In seeking to resolve the matter they may liaise with other members of staff.

13. Where the complaint is against a member of staff or another student, the member of staff or student concerned will be told of the complaint against them and given the opportunity to respond to it. In exceptionally serious cases, and in particular where disciplinary action against a member of staff or student may be necessary, the student may be asked to make a formal complaint.

14. If the student is not satisfied that the matter has been resolved by the informal process they may make a formal complaint.

Formal Complaint

Making the complaint

15. A formal complaint must be made in writing on the prescribed Formal Complaint Form available from the Student Services tab on the VLE, from the Student Advice and Guidance team and from the Office of Regulation and Compliance (ORC). A complaint not submitted in the prescribed form may not be accepted.

16. The formal complaint form should be emailed to the ORC (ORC@bpp.com). The complaint must detail what informal attempts have been made to resolve it, for example, with the Personal Tutor, Programme Leader, Student Records Office or Student Finance Office. The student must also provide any documentation or evidence that they are relying on to support the complaint, and detail the remedy they seek.

17. Formal complaints may be made where:

(a) the student is not satisfied that the matter has been resolved by the informal process;

(b) the student is asked to lodge a formal complaint because of the possibility of disciplinary action being taken against a member of staff or student;

(c) because of the serious nature of the complaint, the student elects to make a formal complaint without first making an informal complaint.

Responding to the Complaint

18. A member of the ORC, or a senior person appointed by the ORC, will investigate the formal complaint. They shall have no material interest in the outcome of the complaint and shall not be bound by legal rules of evidence.

19. Students should normally expect to receive an acknowledgement of the receipt of the complaint within five working days on receipt of a completed formal complaint form, and the outcome of the investigation into the formal complaint in writing normally within 28 working days. Students will be informed if, for any reason, there is likely to be a delay in the process.

20. The ORC will decide the most appropriate procedure to investigate the complaint. Where the complaint is against a member of staff or another student, they will be approached and given the opportunity to respond to the complaint.

21. In order to investigate the complaint, the student may be contacted for further information or clarification.

22. A person appointed by the ORC to investigate the complaint will report their findings and recommendations and the ORC will notify the student in writing (normally by email) of the outcome of the complaint, any relevant information that informs the findings and the action, if any, to be taken.

23. The outcomes of a complaint may include the complaint being:

(d) upheld in whole with a statement as to the remedy;

(e) upheld in part with a statement as to the remedy and an explanation regarding those parts dismissed;

(f) dismissed with a statement as to the reasons.

24. If the student is satisfied with the written response from the ORC, the complaint is deemed to be resolved.

25. The ORC will be responsible for ensuring that any recommendations or agreed actions arising from complaints are communicated to the relevant University officer and for recording and confirming the action taken.

<u>Appeals against the Outcome of a Formal Complaint</u>

26. A student who considers that their formal complaint has not been properly investigated under the formal complaints procedure may appeal to the Vice-

Chancellor, (vicechancellor@bpp.com), to review their complaint. There is no prescribed form.

27. Appeals to the Vice-Chancellor against the outcome of a formal complaint will only be considered where:

    (a) there were procedural irregularities in the investigation of the formal complaint; or

    (b) new evidence can be presented which could not reasonably have been available to the investigator of the formal complaint.

28. Where the appeal does not satisfy at least one of the grounds and is rejected, ORC shall issue a Completion of Procedures Letter.

29. In order for the Vice-Chancellor to consider the appeal, the student must specify:

    (a) the grounds on which the complaint should be reviewed; and

    (b) the resolution that the student seeks; and either:

        (i) the procedural irregularities that occurred in the investigation of the formal complaint; or

        (ii) the new evidence that has become available that was not considered in the original investigation.

    If the Vice-Chancellor is not provided with all of this information, they or their nominee may dismiss the appeal for lack of grounds.

30. The appeal must be sent to the Vice-Chancellor within 10 working days of the notification of the outcome of the formal complaint. It will only be considered outside the 10 working day timeframe if there are good reasons for not complying, which are supported by objective and authoritative evidence.

31. The Vice-Chancellor, or nominee, will review how the formal complaint has been investigated and the decision reached. The form and conduct of the review is at the discretion of the Vice-Chancellor, or nominee. The student will be notified of the outcome of the review in writing by the Vice-Chancellor, or nominee, (normally by email) within 28 working days of receipt of the appeal. The Students will be informed by Vice-Chancellor, or their nominee if, for any reason, there is likely to be a delay in the process.

32. The Vice-Chancellor, or nominee, may as a result of their investigation:

    (a) confirm the outcome of the formal complaint; or

    (b) substitute their own decision for that of the original investigator; or

    (c) order a new investigation.

33. Where the Vice-Chancellor, or nominee, confirms the original outcome of the formal complaint there shall be no further mechanism for appeal and the University's internal complaints procedure shall be deemed to have been

exhausted. The student will then be issued with a 'Completion of Procedures Letter'.

34. Where the student has exhausted the University's internal procedures and remains dissatisfied with the outcome, they may refer their complaint to the Office of the Independent Adjudicator (OIA). The OIA is an independent body established by Government to run an independent student complaints scheme for universities in England and Wales.

35. The student must refer their complaint to the OIA within 12 months of the date of the Completion of Procedures Letter.

36. For more information about the OIA and the procedure for submitting a complaint, students can visit the OIA website at www.oiahe.org.uk.

Section 3: Student Appeals Procedure

Authority

1. This procedure derives from the General Academic Regulations, Part K, Sub-Section 3, Paragraphs 1 and 2. These regulations should be read in conjunction with the General Academic Regulations on Complaints and Appeals.

Introduction

2. The Academic Appeals Board may consider all applications to intervene in or alter the workings, or procedures of, a lower committee or panel, 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.

3. The Academic Appeals Boards is not bound to act in any specific case and the Board's decision whether to act shall be final and it shall not be bound to give reasoning.

4. No member of the Academic Appeals Board shall be a member of the board(s) or panels against whose decision the appeal is being brought.

Assistance

5. The student may seek advice and guidance on the procedure relating to the appeals process from:

    a. Personal tutors;

    b. Student Advice and Guidance Team;

    c. Office of Regulation and Compliance.

Permissible Appeals

6. Except as allowed for in Paragraph 2 above, appeals for which candidates may gain permission are defined by General Academic Regulations, Part K, Sub-Section 3, Paragraph 1:

    "A candidate may appeal against:

    (a) the result of any investigation or action taken under these Regulations; or

    (b) the **unconfirmed** result of a module or assessment element, published under the authority of the Dean of Academic Quality; or

    (c) the **unconfirmed** result on the completion of a designated stage in a programme, published under the authority of the Dean of Academic Quality."

Only appeals against unconfirmed results will be permissible. Results that have been ratified by the University's Academic Council cannot be subject to a permissible appeal.

Grounds for Appeal

7. Grounds for Appeal are defined by General Academic Regulations, Part K, Subsection 3, Paragraph 2:

"A candidate may only appeal where:

(a) there is reasonable ground supported by authoritative and objective evidence to believe that there has been administrative or procedural error of such a nature as to have affected the outcome of the investigation or result; or

(b) the decision in the case was manifestly unreasonable[42]; or

(c) there is new evidence that for good reason, objectively and authoritatively documented, could not be submitted earlier."

Stage 1: Lodging an Appeal

Time-Limits

8. Appeals must be received by the Office of Regulation and Compliance, or nominee,

(a) within twenty (20) working days of the date of the publication of the unconfirmed results, or

(b) within twenty (20) working days of the date of the written confirmation of the decision of the board, panel or committee.

9. An appeal lodged out of time will only be considered where the candidate is able to prove to the satisfaction of the Regulation and Compliance Officer or the Academic Appeals Board that they were mentally or physically incapable of lodging an appeal within the prescribed time limit. Late applications need to be accompanied by authoritative and objective evidence which confirms that the student was incapable of submitting an application within the prescribed time limit.

10. The Academic Appeals Board (or its Chair by Executive Action) may, at its complete discretion, consider all applications to extend the period within which an appeal may be heard.

[42] A decision is **"**manifestly unreasonable**"** if it can be demonstrated unequivocally that an Officer of BPP University or a properly constituted University Panel or Board has made an irrational, perverse or logically flawed decision.

Procedure

11. For an appeal to be recognised as lodged for consideration, students must complete an online application using the following link: https://www.bpp.com/account. Students using this process for the first time will need to set up an account and use a new login password. Applications should be made no more than 20 working days after receiving the outcome about which they are appealing[43]. Students should be aware that if they re-open their online application after it has been submitted, it will be considered withdrawn. If it is resubmitted, this will be taken as the date received, which may be outside of the 20 working day timeframe and will be considered as a late application. It must include:

    (a) the student's full name, student number and signature of the student; and

    (b) the result or decision for which the appeal is made; and

    (c) ground(s) of Appeal (as listed in GARs, Part K, Sub-section 3, Paragraph 2; and

    (d) evidence in support of the appeal; and

    (e) a list of any other person(s) who has (have) relevant information; and

    (f) where an appeal for an assessment or examination is lodged on ground 2(c) of GARs, Part K, Sub-Section 3, an explanation, supported by documentary evidence, as to why the information in question was not submitted in accordance with the mitigating circumstances procedure;

    (g) where the appeal is against the decision of the Mitigating Circumstances Panel, if any fresh evidence is submitted, an explanation as why it was not part of the original mitigating circumstances application.

Evidence

12. The candidate is responsible for ensuring that objective[44] and authoritative supporting evidence accompanies the Appeal Form. Any evidence referred to in the Appeal Form but not appended to it will only be taken into account at the discretion of the Regulation and Compliance Officer or Academic Appeals Board. If a document submitted as evidence is not in English, an independent translation must be provided at the same time.

13. Documentary evidence may be copies of the original documents but the student may be required to produce original documents for inspection on request.

[43] Note: Students should be aware that if they re-open their online application after it has been submitted, it will be considered withdrawn. If it is resubmitted, this will be taken as the date received, which may be outside of the 20 working day timeframe and will be considered as a late application.
[44] Objective evidence must be from an independent source wherever possible.

Stay on Action

14. From the date of lodging an appeal a stay of execution shall be placed on any action or decision being appealed. Boards of Examiners or any other body, except for the Academic Council, shall not implement any decision, or consequential action, that is currently lodged for consideration as an appeal. However, where the appeal is against a decision of the University not to accede to the request of a student, for example to extend a CAS, the University shall not be obliged to accede to the request until and unless the appeal is granted.

15. In furtherance of Paragraph 14 above, pending the outcome of the appeal, and where they have the right, the candidate may undertake classes, attend BPP University and must prepare for and retake any assessments or examinations that have been scheduled. Students should note; however, that they do so at their own risk.

16. In the event of an appeal against a penalty imposed under the Student Disciplinary Policy (Part G, Section 5, paragraph 13(c)) to:

(vii) exclude the student from all or specified parts of the University;
(viii) expel the student from the University.

the stay on action that follows an appeal will not permit the student to attend any University premises other than for the purpose of attending any meeting or hearing for the purpose of their appeal or taking any assessments they are entitled to take under the stay on action. In particular, students undertaking an appeal against exclusion from parts or all of the University or expulsion from the University are not entitled, under the stay on action, to attend the University for any educational purpose, including attending classes.

<u>Stage 2: Initial Consideration</u>

17. The application process is undertaken online. The candidate will receive an automated email as an acknowledgement of receipt, which the candidate must retain as proof that an appeal has been lodged for consideration. Please note if an application is reopened and then resubmitted, the latest submission and emailed receipt of acknowledgement will be recorded as the final submission date/time.

18. The Regulation and Compliance Officer will determine, normally within ten working days of receipt of the written application for appeal, whether the information presented by the student has produced a case that satisfies the threshold conditions for a valid appeal.

19. To meet the threshold conditions for a valid appeal, the appeal must:

(a) have been made in writing on the appropriate form, and bear all of the information requested on the form; and

(b) identify the grounds of appeal; and

(c) have been received within the time limits set in Paragraph 8 above; and

(d) have evidence and grounds which are reasonably arguable under the General Academic Regulations, Part K, Sub-Section 3, Paragraph 2. (A matter is reasonably arguable if it can be concluded by the Regulation and Compliance Officer that in the specific circumstances what is argued is on balance likely to be logically sustainable).

20. The Regulation and Compliance Officer will inform the student in writing, online with their application, that either:

(a) the appeal is rejected because it is not a permissible appeal under the General Academic Regulations (GAR/K/3/1); or

(b) the appeal is rejected because it does not meet the grounds for appeal defined by General Academic Regulations (GAR/K/3/2); or

(c) the appeal is rejected because it does not satisfy the threshold conditions for a valid appeal as defined by Paragraph 18 above; or

(d) that a case satisfying the threshold condition for a valid appeal has been established; and,

(i) the appeal being considered by the Chair of the Academic Appeals Board; or,
(ii) a date that has been set for the Academic Appeals Board to hear and consider the appeal.

21. The notification informing the applicant of a rejection of the appeal under Paragraph 18 (a) (b) or (c) above, shall inform the applicant that they have the right to request a re-consideration of the decision by the Deputy Vice-Chancellor, or nominee, within five working days. Such a review will only be undertaken where the applicant clearly states the reason(s) why the decision of the Regulation and Compliance Officer is unsound. Failure to do so will constitute an invalid request for review by the Deputy Vice-Chancellor, and will be dismissed without further consideration.

22. The Deputy Vice-Chancellor, or nominee's decision shall be final and the student will be informed that the University's internal appeal procedures have been exhausted and provided with a Completion of Procedures letter which shall inform them of their right of reference to the Office of the Independent Adjudicator.

23. Upon receipt of the appeal, the Chair of the Academic Appeals Board may proceed by executive action to refer the matter forming the subject of the appeal to the relevant board of examiners for further consideration.

Stage 3: Consideration of the Appeal

24. Where the Regulation and Compliance Officer or Deputy Vice-Chancellor, or nominee, has determined a case satisfying the threshold condition for a valid appeal, and where the Chair does not proceed by executive action under 22 above, the Chair shall convene the Academic Appeals Board.

25. The Academic Appeals Board is responsible for:

a. establishing whether the grounds for appeal are proven; and,

b. determining whether this has altered the outcome of the investigation or result; and,

c. deciding on appropriate reparative action, if appropriate.

26. The Board shall have the right to investigate the appeal and has the right to call for such papers, take evidence, examine witnesses and make such other enquiries as it sees fit and as are necessary to establish what action is required on the appeal.

27. The student shall have the right to consult the documentation considered by the Board.

28. Where doubt exists as the admissibility of evidence, the Chair of the Academic Appeals Board shall make a decision and the Chair's decision shall be final and shall include reasoning for their decision.

29. The Board will consider the candidate's case and review that case against the relevant evidence and by reference to the candidate's registration and/or assessment number and without reference to their name. Where a visa appeal is being considered, student engagement and evidence of contact between the student and the School can be used as evidence.

30. The Board shall find either:

(a) that the appeal be dismissed and the student's results, or the consequent action be implemented/processed as normal; or

(b) that the appeal is upheld, in whole or in part, and stipulate (or recommend) specific actions to be taken, including substituting their own decision for a decision which could have been made by the lower Panel, Board or Committee. However, except where marks have been recorded incorrectly, a successful appeal will not result in any change in the marks;

(c) that the case should be (i) remitted back to the same panel that made the original decision; or (ii) remitted to a freshly constituted panel for a re-hearing.

(d) further information or evidence is required in order for the Board to make a decision on the outcome and that the application will be reconsidered at the next available opportunity.

31. The Regulation and Compliance Officer shall, within five working days of the meeting, inform the candidate in writing of the Board's decision.

32. If the appeal has been dismissed under Paragraph 29 (a) above, the Regulation and Compliance Officer must inform the student that the University's internal appeal procedures have been exhausted and provide a

Completion of Procedures letter which informs the student of their right of reference to the Office of the Independent Adjudicator.

33. Where a student does not exercise their right of review, as set out in paragraph 20 above, and is dissatisfied with the decision of the University, and has exhausted the University's internal appeals procedures, they may refer their complaint to the Office of Independent Adjudicator (OIA). The student must include a Completion of Procedures letter with their application to the OIA and this letter should be requested within 28 working days of the date of the outcome.

Cases

34. For applications where a case has been established that satisfies the threshold conditions for a valid appeal and these applications are supported by authoritative and objective evidence, the Deputy Vice-Chancellor, or nominee, may grant the application. All applications granted by the Deputy Vice-Chancellor, or nominee, will be reported to the next meeting of the Academic Appeals Board.

Appeals of Examination and Assessments

35. In the case where the decision of the Academic Appeals Board has affected the results of a student a report shall be made by the Examinations Office to the relevant Board of Examiners.

36. In the event of the Board of Examiners refusing to implement a decision of the Academic Appeals Board, the provisions in the General Academic Regulations at Part I, Paragraph 39 will apply.

Office of the Independent Adjudicator

37. Where the student is dissatisfied with the decision of the University, and has exhausted the University's internal appeals procedures, they may refer their complaint to the Office of the Independent Adjudicator (OIA). The student must include the Completion of Procedures letter with their application to the OIA. The OIA is an independent body established by Government to run an independent student complaints scheme for students at universities in England and Wales.

38. The student must refer their complaint to the OIA within 12 months of the University's decision.

39. For more information about the OIA and the procedure for submitting a complaint, students can visit the OIA website at www.oiahe.org.uk.

Conferment of an Award

40. A student may not be conferred an award until the appeals process has been finalised.

41. Where the decision of the Academic Appeals Board results in the student being admitted to an award, the student may either receive the award

in person at the next congregation or to be deemed to have been admitted to the award on the authority of the Academic Council.

Monitoring, Evaluation and Review

42. The Office of Regulation and Compliance shall provide an annual report to the Academic Council, through the Education and Standards Committee, summarising the cases that have been considered by the Academic Appeals Board and the action taken in relation to each, and a commentary on the effectiveness or otherwise of the procedures and any recommendations for change.

Section 4: Frivolous or Vexatious Complaints Policy

Purpose of Policy

1. The University has a duty to give full consideration to all complaints and no student shall be disadvantaged for making a genuine complaint. However, where a student submits a complaint(s) which, in the view of the University, is without substance, merit or otherwise unreasonable the University may dismiss the complaint as frivolous or vexatious.

2. In determining whether a complaint is frivolous or vexatious the University shall be sensitive to the context of the complaint and the circumstances of the complainant, and endeavour to understand where unreasonable demands or behaviour may be the result of misunderstanding, confusion stress, or distress.

3. Students who submit frivolous or vexatious complaints may be subject to disciplinary procedures.

Definition of a Frivolous or Vexatious Complaint

4. A frivolous or vexatious complaint may be characterised by the following:

- Complaints which are obsessive, harassing, repetitive;
- The complainant's insistence upon pursuing unmeritorious complaints and/or unrealistic, unreasonable outcomes;
- The complainant's insistence upon pursuing meritorious complaints in an unreasonable manner;
- Complaints which are designed to cause disruption or annoyance;
- Demands for redress which lack any serious purpose or value[45].
  (OIA 2016)

Procedure for Implementation

5. The Deputy Vice-Chancellor, or nominee, shall review formal complaints which are identified as frivolous or vexatious and, within ten working days, determine either that:

   (a) the complaint should not be considered frivolous or vexatious and should continue to be considered under the formal complaints process via ORC; or,

   (b) the complaint is frivolous or vexatious and:

      (i) dismiss the complaint; and/or
      (ii) determine whether the disciplinary procedures should be invoked.

Where a complaint is found to be frivolous or vexatious, the Deputy Vice-Chancellor or nominee will write to the student giving reasons for the decision.

[45] These definitions are taken from the OIA Good Practice Framework 2016 and are indicative, not exhaustive.

6. A student may appeal against the Deputy Vice-Chancellor's decision by lodging an appeal as provided in Part K, Section 3 of these regulations (MoPPs/K/ Section 3). Where the Regulation and Compliance Officer establishes a case satisfying the threshold condition for a valid appeal, the appeal would be referred directly to the Academic Appeals Board.

Part L: Equality and Diversity

Section 1: Disability Disclosure Policy

Introduction and Context

1. This policy sets out how BPP University will deal with students who have a disability and disclose this to BPP University. If you have any queries regarding this policy please contact the Head of Inclusion and Learning Support or the Learning Support Officer. Students are also advised to refer to BPP University's Privacy Policy shown at https://www.bpp.com/privacy, which sets out how BPP University will process and use a student's personal data.

2. When information about disability is disclosed, the person with the disability should be informed at the time the information is collected what will be done with this information and to whom it will be passed. This Policy Statement outlines these details and BPP University's commitment to ensuring best practice.

3. BPP University is committed to promoting disclosure and supporting students with learning difficulties and disabilities; including but not restricted to sensory impairments, Autistic Spectrum conditions, Mental Health conditions and medical conditions. The Equality Act 2010, places duties on Higher Education Institutions to actively promote, monitor and respond to disability disclosure to ensure that the academic services and facilities for students with disabilities are accessible and inclusive and that students are not disadvantaged or discriminated against.

4. Disability is a "protected characteristic" under the Equality Act 2010.

5. As part of this commitment, BPP University has developed its Disability Disclosure Policy to communicate to staff and students what processes and procedures facilitate promotion, recording and responses to disability disclosure and to ensure that all practice is sensitive to individual characteristics and provides an equitable basis for learning.

6. Applicants and students are not obliged to disclose that they have a disability therefore BPP University must provide an environment and ethos which facilitate disclosure.

7. BPP University has a duty to anticipate reasonable adjustments for potential students during the applications process. This is to ensure BPP University does not treat disabled people and students less favourably, without justification, than students without a disability. It is not enough to wait for a student to use a service before considering what adjustments need to be made.

8. A disability is defined by the Equality Act 2010 as 'any physical or mental impairment which has a substantial and long-term, adverse effect on a person's ability to carry out normal day-to-day activities.' This may include physical impairments (including mobility difficulties) such as cerebral palsy; visual and hearing impairments; learning impairments such as dyslexia and dyspraxia; psychological impairments such as depression and schizophrenia; and medical conditions such as epilepsy or asthma. Severe disfigurement is also classed as a disability. A "long term" disability is one that will last for 12 months or more, and "substantial" means more than minor or trivial.

9. Best practice in the classroom is often achieved through attentive consideration of individual learning styles and abilities. In facilitating disclosure BPP University aspires to ensure that reasonable adjustments are instigated in a timely and appropriate way which in some cases will also facilitate the needs of the whole group of students.

10. In summary, BPP University actively promotes and responds to disability disclosure to:

    (a) provide an inclusive environment for all students;

    (b) ensure that reasonable adjustments, where applicable, are implemented;

    (c) discourage and avert discriminatory practice;

    (d) ascertain an individual's suitability to practice in a professional context;

    (e) ensure legal compliance.

What is Discrimination?

11. The Equality Act 2010 protects individuals from discrimination arising from disability. A disabled person should not be treated unfavourably because of something connected with their disability, where the institution *could reasonably be expected to know* that the person has a disability; hence the importance of the disclosure policy and practice.

    - Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have. A disabled person should not be treated unfavourably because of something connected with their disability. (e.g. spelling mistakes because of dyslexia).

    - Associative Discrimination entails direct discrimination against someone because they associate with another person with a protected characteristic.

    - Perceptive Discrimination means direct discrimination against an individual because others *think* they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

    - Indirect Discrimination can occur when the institution has a condition, rule, policy or a practice that applies to everyone but particularly disadvantages people who share a protected characteristic.

    - Harassment is unwanted conduct, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

Disclosure and Confidentiality

12. General Principle: Sensitive personal data and disclosure should be treated as confidential in the sense that it is not to be discussed or shared with anyone *without good reason and is adequate, relevant and not excessive for the purpose*.

13. Sensitive Personal Data is defined under the General Data Protection Regulations and Data Protection Act 2018 (Act) and includes personal data about a person's disability, racial or ethnic origin, political opinions, religious or similar beliefs, trade union membership, physical or mental health or condition or sexual life, or about the commission of, or proceedings for, any offence committed or alleged to have been committed by that person, the disposal of such proceedings or the sentence of any court in such proceedings. Sensitive Personal Data can only be processed under strict conditions and will usually require the express consent of the person concerned.

14. The Act protects an individual's Sensitive Personal Data. The Act is not a barrier to sharing information but provides a framework to ensure that Sensitive Personal Data is shared appropriately.

15. BPP University gathers disability related information from two initial sources; the information students provide through UCAS, standard application routes and direct applications and during registration at the start of their course. This information is available to the Learning Support team through the management information systems, and will only be used to ensure that reasonable adjustments can be implemented for the student. Disability information may also be passed from a student directly to members of BPP University staff (e.g. in tutorials) throughout the duration of a course. If a disclosure is made to a member of staff, the staff should ensure that the environment in which the disclosure takes place is suitably private to ensure confidentiality. This disclosure is recorded using the Disclosure Agreement Form. In all cases students will be given the opportunity to restrict the sharing of this information (see below).

16. The Equality Act 2010 also includes the individual's right to "a confidentiality request", namely "that the nature or existence of a disabled person's disability be treated as confidential."

17. Students are therefore provided with three options; (1) to allow their disability information to be passed to staff that *reasonably need to know* (information passed on a "needs to know basis") to ensure that reasonable adjustment can be implemented, or (2) students can decide to withhold or restrict the information from specific members of staff or (3) a student can decide to restrict the processing of all disability related information (Complete Confidentiality) throughout the whole organisation. In all instances students must be asked to complete the Disclosure Agreement Form. If consent to share is provided the form should then be passed on to the Learning Support Office for noting and action. In cases of restricted (limited) consent to share, the information and the form should not be forwarded to the named parties.

18. The applicant or student may decide to restrict or withhold permission to share the information with specific individuals or the whole organisation. Withholding or restricting permission may impede the process of implementing reasonable adjustments and this should be discussed with the applicant/student, if this

course of action is preferred. Alternative reasonable adjustments will be considered and endeavours to meet the student's needs should continue to be processed.

19. If the applicant or student decides to restrict or withhold information sharing about their disability, staff should state to the student that they will need to consult with the Head of inclusion and Learning support or the Learning Support Officer to seek further advice. Although in such instances the information sharing should be minimal, not mention the student's name unless necessary and should be sensitive to the individual's request.

20. As should already be clear, when a disability disclosure is made to a member of staff at BPP University other staff may only be made aware of this to enable Learning Support staff and/or other relevant staff to make the requisite, reasonable adjustments. This is important during the applications process. For example an applicant may disclose a hearing impairment and so require a BSL communicator to attend an interview to assist them. Information would then need to be shared on a "needs to know" basis, with the Learning Support Office to make necessary arrangements.

21. Information may also be shared on *a needs to know* basis (and only with the student's express consent) with a partner staffing agency for the sole purpose of organising appropriate specialist support staff for the student during their time at BPP University. For example when a student has entitlement to the Disabled Students' Allowances, or where an agency invigilator may need to know specified information for the purposes of implementing reasonable adjustments in examinations. Partner staffing agencies are carefully chosen by BPP University and are independent staffing providers who provide specialist staff for (in this instance) educational support.

22. Students studying at BPP University as part of an Apprenticeship or Traineeship programme are encouraged to discuss their disability with their employer to ensure that they receive reasonable adjustments in the workplace. It is noted that BPP University has no influence over the implementation of reasonable adjustments by third party employers.

23. BPP University will not disclose any disability related information to the employer of a student on an Apprenticeship or Traineeship without the student's consent.

24. Staff will only break confidentiality agreements in the following circumstances:

    (a) If a student is in danger of harming themselves or anyone else;

    (b) If there is a legal requirement to do so or at the direction of a regulatory body; and,

    (c) Where professional fitness to practise may be compromised (this will apply to a limited number of jobs where the disclosure of personal data is necessary to assess fitness to practise).

Responding to Disability Disclosure

25. On receipt of the initial disability information and providing that the student has not already decided to limit consent to share the information, the student will be sent information from the Learning Support Office inviting the student to sign a Disclosure Agreement, providing information about the Learning Support team and providing information about making applications for the Disabled Students Allowances.

26. The student will be invited to discuss any support requirements in more detail; with a member of the Learning Support team (Disability Advisor). During the discussion evidence will be requested from the student regarding their disability to ensure that BPP University complies with applicable law, regulations and internal and external audit requirements. This information will be treated in the strictest confidence and stored in a secure location.

27. Information will be drawn together in the form of a Learning Support Agreement. This will form the basis of the reasonable adjustments provided for the student to ensure that they can access their chosen programme of study and enjoy their time at BPP University.

28. In rare instances the recommended reasonable adjustments may be in conflict with the academic or professional standards required to achieve the learning outcomes of a chosen course of study or for progression into a professional body. In these cases this will be discussed with the student and recommendations and alternatives will be offered. This would be a proportionate means of achieving a legitimate aim. For example, maintaining academic and professional standards or standards in areas such as sport, health, the legal professions medicine, drama, music and ensuring the health and safety of students.

Section 2: Learning Support Policy

Introduction

1. BPP University's Learning Support Service aims to ensure that applicants and students with learning difficulties and disabilities are fully engaged in all aspects of provision and able to achieve to the best of their ability.

2. The inception of the Equality Act 2010 and increased public awareness of learning difficulty and disability rights have placed more demands on Higher Education Institutions.

3. Funds are available for UK students through Student Finance England - namely, the Disabled Students' Allowances, which can assist with the costs of specialist equipment and personal support. Other funding is available for students who may not be eligible for Disabled Students' Allowances, details of which are available on the BPP University website under Inclusion and Learning Support.

4. This policy sets out how BPP University aims to continue to maintain high standards of support for students with learning difficulty and/or disability.

Purpose

5. In presenting this Policy, BPP University seeks to:

   (a) outline and express its full commitment to students who are entitled to learning support, namely in the deployment of reasonable adjustments due to a learning difficulty and disability as defined by the Equality Act 2010;

   (b) clarify the scope of the Learning Support Office;

   (c) involve students in the planning of the support which they require and assist with applications for funding;

   (d) develop and maintain systems which encourage students to disclose learning difficulty and/or disability at application and registration to ensure that support is provided early in their programme of study;

   (e) improve outcomes for students with learning difficulty and disability in terms of retention, achievement and progression to employment or further study;

   (f) promote the independence of students with learning support entitlements, through the development of personal strategies for overcoming barriers to learning.

Terminology

6. A disability is defined by the Equality Act 2010 as a person who:

   (a) has physical or mental impairment;

   (b) the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

7. For the purposes of the Equality Act 2010, these words have the following meanings:

   (a) 'substantial' means more than minor or trivial;

   (b) 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);

   (c) 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

8. People who have had a disability in the past that meets this definition are also protected by the Equality Act 2010.

9. Progressive conditions considered to be a disability:

   - there are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Equality Act 2010 from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

10. Conditions that are specifically excluded:

    - some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

11. Learning Support is the term used to describe a range of support available to students with learning difficulty and/or disability. These include:

    (a) the reasonable adjustments to be made by teaching staff (e.g. providing copies of lecture notes before a lesson, giving advance notice to students of timetable changes or the date of an exam);

    (b) the assistive technology which is provided to enable students to access their learning resources;

    (c) the provision of one-to-one support such as a Support Worker, Note-Taker, BSL Interpreter, Learning Mentor, Specialist Dyslexia Tutor (provided by one of our partner staffing agencies);

    (d) the adaptation of materials into Braille or enlarged text;

(e) the adjustments made by staff in service areas at BPP University such as the Library, IT Services, Facilities, Student Advice and Guidance, the Students' Association, Pro Bono or Alumni;

(f) arrangements for the implementation of reasonable adjustments in examinations, (e.g. the provision of extra time, scribe, reader etc.).

Objectives

12. The implementation of the Learning Support Policy aims to ensure that BPP University:

(a) complies with the Equality Act 2010, the Equality Duty, the General Data Protection Regulation, the Data Protection Act 2018, the Child and Adult Protection legislation, the Mental Health legislation and the QAA's *UK Quality Code for Higher Education*;

(b) provides learning support in a manner which continues to maintain academic and professional standards (including those of professional, statutory and regulatory bodies like SRA, BSB, GCC, NMC, ACCA);

(c) seeks ways to support students with learning support entitlements which promote independence and confidence to engage with further study or employment;

(d) meets the requirements of the Disabled Students' Allowances regulations, where applicable;

(e) enables students with learning support entitlements to have a fair and equal opportunity to demonstrate their skills, knowledge and experience and achieve their academic aspirations.

Learning Support Strategy

13. The Learning Support Objectives will be achieved by various means, including:

(a) ensuring that only those individuals with an identifiable learning difficulty and/or disability receive support in the form of reasonable adjustments;

(b) the production of clear and relevant Learning Support Agreements which detail agreed support interventions for learning and teaching and examinations;

(c) the use of inclusive approaches to learning and teaching and assistive technology to facilitate student independence and make economical use of resources;

(d) providing information to all staff regarding their responsibilities under the Equality Act 2010;

(e) providing staff development opportunities and advice to all staff;

(f) taking into account the entitlements of students with learning difficulty and/or disability when planning work placements, where applicable;

(g) the continued development and implementation of systems which encourage disclosure of additional support requirements before the individual commences their learning programme;

(h) timely learning support interventions to ensure students are supported as soon as is practicably possible after disclosure and support interview;

(i) the promotion of the services offered by the Learning Support Office to staff and students;

(j) the development of resources to assist staff in understanding the requirements of students with identified learning support characteristics;

(k) the undertaking of risk assessments and PEEPs in conjunction with Facilities where there is a potential risk to students or staff due to the nature of the student's learning difficulty and/or disability;

(l) ensuring that the sharing of information on students' learning support entitlements occurs only with their express consent through the Disability Disclosure process and associated Data Protection policy.

The Student Entitlement

14. Learning Support will be available to all students who disclose a disability and/or learning difficulty and where they meet the entry requirements of their chosen programme, and are able to access their chosen course with the help of '"reasonable adjustments."

15. All students with learning support entitlements who disclose their disability or learning difficulty to BPP University are entitled to:

(a) a consultation with a member of Learning Support staff to formulate a Learning Support Agreement which outlines how they will be supported, specifying the reasonable adjustments to be implemented both on their chosen course of study and for examinations and assessments;

(b) a Learning Support Agreement to be followed by teaching and support staff who may need to make reasonable adjustments;

(c) refuse the support offered to them, unless there is a risk to their safety or that of other students and staff;

(d) revisions to their Learning Support Agreement, where resources permit;

(e) a risk assessment, where attendance on their chosen course may pose a risk to themselves or others; or if the student is pregnant a risk assessment and support plan to ensure that they are safe and well supported;

(f) reasonable adjustments in examinations and other modes of assessment, including entry tests, providing appropriate (medical and/or psychological) evidence is produced at least one month in advance of the examination or assessment, to enable these arrangements to be administered;

(g) a named person from the Learning Support team to oversee their support; who can be contacted if difficulties arise or if they have queries about their support during their course.

Evidence in Support of a Specific Learning Difficulty

16. In order to maintain best practice, the University recognises the recommendations of the SpLD Working Group 2005/DfES (revised versions) for standards of assessments in SpLD. Specifically:

- A post-16 assessment report by a registered (UK Registration: Health and Care Professionals Council – HCPC) Educational Psychologist confirming a specific learning difficulty by name (e.g. Dyslexia). The assessment must confirm that the student is unable to complete an assessment in the time allowed and the reasons for this. This will be indicated by below average standardised scores in assessments of processing speed, reading and/or writing speed or a below average free writing speed. The report itself should be based on a full diagnostic assessment and not be older than 10 years.

- A post-16 assessment report by a registered (UK Registration: SpLD Assessment Standards Committee website; full professional body membership and current Assessment Practicing Certificate - APC) Specialist Teacher confirming a specific learning difficulty relating to higher education. The assessment report must confirm that the student is unable to complete a timed assessment in the time allowed. This will be indicated by below average standardised scores in assessments of processing speed, reading and/or writing speed or a below average free writing speed. The be report itself should be based on a full-diagnostic assessment and not older than 10 years.

17. International assessment reports should be post-16 and be translated by an approved English translator or written in English. The report itself should be based on a full-diagnostic assessment and not older than 10 years.

Evidence in Support of a Medical, Physical or Psychological Conditions, including Mental Health Conditions and/or a Visual or Hearing Impairment

18. An accurate, dated and signed or stamped letter on headed paper, from a registered and practicing GP, consultant, psychologist, mental health or medical specialist referring directly to the condition and, ideally, how it may affect timed assessment. The author of the letter must be a member of one of the following regulatory bodies:

a. British Association for Counselling and Psychotherapy (BACP);
b. General Chiropractic Council (GCC);
c. General Dental Council (GDC);
d. General Medical Council (GMC);
e. General Optical Council (GOC);
f. General Osteopathic Council (GOsC);
g. General Pharmaceutical Council (GPhC);
h. Health and Care Professions Council (HCPC);

19. An Education, Health and Care Plan (EHCP).

20. For long-term disabilities and health conditions, the evidence should be current and relevant; namely pertaining to the medically acknowledged timescale relating to that condition.

21. For short-term health conditions, the evidence should still be current and relevant and demonstrate that the condition persists.

22. Evidence from a practitioner in an unregulated area of practice may not be treated as authoritative.

23. All evidence letters from outside of the UK should be authored by a certified and registered practitioner and written in English or be translated by a certified and approved English translator.

Evidence in Support of Extra Time

24. In demonstrably exceptional circumstances, extra time may be authorised. There should be clear and compelling evidence and reason for this reasonable adjustment. Applications for this adjustment must be submitted at least one month prior to the start of the assessment period. Evidence would take the same format as "Evidence in support of a medical, physical or psychological, including mental health conditions or a visual or hearing impairment" above, with specific reference to the requirement for the extended extra time. The maximum amount of extra time permissible is 100%.

Reasonable Adjustments for Examinations

25. The Learning Support Agreement is the document in which the agreed reasonable adjustments for examinations will be recorded. Details and examples of some of the adjustments available are outlined in the Examinations and Assessment, Part H, Section 13 of these regulations. BPP University wants to ensure that all students have the same opportunity to demonstrate their skills and knowledge in assessments and encourages all students who believe they may be eligible for reasonable adjustments in their examinations to contact the Learning Support Office at the earliest opportunity. In order to comply with logistical, operational and regulatory requirements BPP University reserves the right to the following deadlines for applications:

    - All applications should be made to the Learning Support Office at least one month prior to start of the examination period.

26. Please note that applications made after this deadline may not be processed for planning and logistical reasons.

27. In accordance with the GARs (section 1), alternative formats of assessment may also be available.

The Learning Support Agreement

28. The Learning Support Agreement is the document which records all reasonable adjustments offered by BPP University for both learning and teaching, and examinations. This includes the details of any agreed partner staffing agency support for University students.

29. The Learning Support Agreement is designated for the duration of the particular course on which the student is registered at the time of completing the Agreement.

30. All reasonable adjustments are discussed between the Learning Support Office, including its representatives, and the student. These adjustments and entitlements must be supported by recommendations and evidence produced by the student from Educational Psychologist's reports, Study Aid and Study Strategies Report, General Practitioners, Consultants and other health professionals, as agreed.

31. Specific details of the evidence requirements can be found in Part H, Section 13 of the Manual of Policies and Procedures.

32. Students should not assume that recommendations in any reports or letters from General Practitioners, Educational Psychologists, health professionals etc. will be implemented verbatim. BPP University reserves the right to interpret recommendations for adjustments and entitlements in order to ensure equity for all students, the maintenance of academic standards, and compliance with regulatory body requirements (for example ACCA, the Bar Standards Board, the Solicitors Regulatory Authority, the Nursing and Midwifery Council, the General Chiropractic Council), as well as internal BPP University regulations.

33. The Learning Support Agreement can be reviewed at least annually, and more frequently as agreed, in order to ensure that the adjustments and entitlements remain appropriate to the course and related assessments. If the basis on which adjustments and entitlements are founded changes the student will be responsible for making contact with Learning Support to update the Learning Support Agreement.

34. If a student progresses from one BPP University course to another a new Learning Support Agreement should be entered into between BPP University and the student. This is to ensure that all students re-register with the Learning Support office ensuring that adjustments are reviewed and updated to reflect the differing demands of each programme of study. The student should not assume that previous adjustments and entitlements will remain in place.

35. The Learning Support Agreement is a documented agreement between BPP University and the student and as such the document; 'Learning Support Agreement' should be signed and dated by both parties. The Learning Support Office and its representatives are *unable to implement any reasonable adjustments or entitlements without the signatures of the student and a Learning Support representative*. This includes applications made for examination adjustments. Please note also that BPP University can only process requests for reasonable adjustments where there is also an accompanying signed Disability Disclosure Form which provides consent to share information.

Disabled Students' Allowances

36. Disabled Students' Allowances are funds available to students studying in Higher Education to cover the additional costs incurred as a result of having a disability or learning difficulty. These funds are available for UK 'home' students who are studying on SFE designated University courses.

37. Eligibility criteria are available on the Government Disabled Students' Allowance website: https://www.gov.uk/disabled-students-allowances-dsas/overview.

38. All students who meet the eligibility criteria for Disabled Students' Allowance will be encouraged to apply. For eligible and successful applicants, these funds also cover the costs of providing specialist support staffing, known as Non-Medical Helper Support. Where a student is eligible to apply but does not do so, BPP University reserves the right not to provide specialist staffing support until such time as the student is able to demonstrate an application for the Disabled Students' Allowances has been submitted and approved.

39. Students who are not eligible for Disabled Students' Allowances should contact the Learning Support team to discuss what reasonable adjustments are available.

40. Where a student defers their examinations or assessments, takes an interruption of study, is suspended from the course or continues to study beyond their expected end date all specialist staffing support (non-medical helper support) funded directly by BPP University will be reviewed and may be suspended or withdrawn.

41. Prescription Medication

    Where a student is, under the direction of a General Practitioner, Consultant or Health professional self-administering medication, it is advisable to discuss this at the Learning Support interview in order to highlight any potential side-affects, for example nausea, fatigue so that this can be factored into examination adjustments and considered for any implications and risks for Health and Safety.

42. Equipment Loans

    Students may be able to loan equipment from the Learning Support Office to assist with their programme of study. For example, dictaphones, portable hearing loops and coloured overlays. This will be recorded in the Learning Support Agreement and the student will also be required to sign an Equipment Loan form which details the equipment and duration of the loan. Please note that BPP University will seek to recover the costs of any items not returned within the agreed time-frame or equipment which is damaged by the student.

<u>Monitoring and Evaluation</u>

43. The provision of Learning Support will be monitored and evaluated on an annual basis in order to:

    (a) improve the learning support provided;

    (b) improve the procedures by which learning support is organised;

    (c) ensure the effective use of resources;

    (d) measure the retention, achievement and progression rates of students with learning support entitlements;

    (e) improve the systems which encourage and facilitate disclosure.

Communication

44. The Learning Support Policy will be communicated to staff via team meetings, Communications Newsletter, the University's Committees including the Equality and Diversity Forum and the Staff Intranet.

45. Communication to students and stakeholders will be via the BPP University website, flyers and posters, the VLE, emails and other social media.

Appendix 1: Audio Recording

Arrangements for the audio recording of teaching sessions including but not limited to lectures, seminars and tutorials by students with disability and/or learning difficulty

46. BPP University is committed to supporting all students and implementing reasonable adjustments, where applicable for students with learning difficulties and disability. Existing policy and procedures for Learning Support ensure that students with a learning difficulty or disability are advised to contact the Learning Support Office to arrange a support interview in which they can discuss their specific requirements at the earliest opportunity. The Learning Support team will endeavour to provide recommended reasonable adjustments in order to facilitate access to the learning environment. In some cases such reasonable adjustments will need to be balanced against other relevant factors such as academic standards, health and safety and the rights of others students and staff. This document provides an overview of the process for students and staff at BPP University for such an occurrence and requests in relation to making audio recordings in certain learning environments.

47. Some students may have a recommendation to use personal audio recording devices (Dictaphones, digital recording devices) in lectures, tutorials and other learning environments. This may be due to the fact that they are unable to take accurate, timely written notes because of a sensory impairment, physical disability or because of a need to concentrate on the session to an extent which precludes them also taking notes and when this is a direct result of a learning difficulty or disability.

48. BPP University wants to ensure that all parties in the learning environment are suitably comfortable with a situation in which they are recorded. Wherever possible BPP University staff will be flexible and endeavour to accommodate requests to record teaching events; to facilitate the reasonable adjustments of students and meet their duty under the Equality Act 2010; but this may not always be possible for the reasons outlined below. In such cases alternative forms of reasonable adjustment will be recommended in liaison with the Learning Support team. For example, the use of a note-taker, the sharing of another students notes (with agreement and if appropriate), access to tutor notes where permissible.

The Legal Framework

49. BPP University has a legal duty to make reasonable adjustments for students with learning difficulties or disabilities under the Equality Act 2010.

50. Making 'reasonable adjustments' is decided based on judgement of the student's circumstances on a case by case basis.

51. Recording sessions for students with learning difficulties or disabilities may be considered a reasonable adjustment, depending on the circumstances.

52. BPP University also has obligations under the General Data Protection Regulations (GDPR) and Data Protection Act 2018 ("DPA") which allows individuals to control how their personal data is processed.

53. Recording identifiable living individuals constitutes processing their personal data.

54. Any processing must be done fairly and in line with the data protection principles set out in the GDPR and DPA. As such, consent from other students and tutors is required in order to record tutorials, or staff and students must, at least, be given the opportunity to opt-out of being recorded.

55. BPP University also has a duty to protect Individuals' moral rights implied through any recording under the Copyright, Designs and Patents Act 1988. As such, a waiver of moral rights may also need to be obtained from any student or staff member actively participating in a in a teaching event before they are recorded.

56. The duty to make reasonable adjustments for a student with a learning difficulty or disability is not in any way diminished by third party data protection or moral rights, but if staff and/or other students in the group do not wish to be recorded then alternative methods of reasonable adjustment may need to be sought.

Learning Environments

57. The appropriateness of the learning environment is a central consideration in assessing whether the recording by an individual student with a recommendation to make an audio recording may infringe on the third party data protection rights of other members of the group. In lectures, for example, where the session is very much tutor led with little or no input from the students the recording for the purposes of a reasonable adjustment will be permissible and it is not anticipated that this would present an issue. In contrast a small group discussion or tutorial in which the tutor is present only to facilitate and lead the discussion and outline specific arguments or topics, the recording is likely to include the voices of other students and therefore third party data protection and moral rights are valid and consent is thus required from the other students in the group.

Requests to Make an Audio Recording and Student Consent

58. Requests to record a particular teaching event or, as is more likely, a series of teaching events should be made at least two weeks (where possible; in consideration of short courses) prior to the start of the programme of study.

59. Requests can be highlighted by the Learning Support team representative who completes the Learning Support Agreement or by the student themselves.

60. The requests should be directed to the Programme Leader for the course in which the teaching event takes place. The Programme Leader should make a record of the request and advise the teaching team and the Learning Support Office accordingly.

61. The student group should be advised that a request to record the session(s) has been received and their consent is therefore requested. The individual student who makes the request should not be identified. Student responses should be recorded by the teaching team.

62. Where reasonable notice has been received the outcome of a request to make an audio recording should be communicated to the student and the Learning Support Office within one week of the original request.

63. All requests to record sessions will be handled sensitively and discreetly in accordance with data protection and in the spirit of inclusive practice at BPP University.

64. If any student(s) in a planned teaching event does not consent to be recorded then the recording cannot take place and the request to record should be redirected to the Learning Support Office.

Conditions which must be Met for a Teaching Event to be Recorded

65. The following points outline the conditions which should be met in order for a teaching event to be recorded. These points are not exhaustive but present the main ruminants of the requirements as identified by BPP University. Throughout the process every opportunity should be made to accommodate the student's request to make an audio recording. The intention is simply to provide a balanced and reasonable opportunity for all BPP University students to feel comfortable within the learning environment.

    (a) in order for a teaching event to be recorded as a reasonable adjustment the student must have a learning difficulty or disability as defined by the Equality Act 2010;

    (b) the student should also have a Learning Support Agreement, signed and dated by BPP University Learning Support staff and the student. The document must specify a requirement to make audio recordings and the reasons for this. Although once a student has disclosed a disability to BPP University the Equality Act 2010 does not require that an assessment of need be formally conducted by the institution;

    (c) a student can only make a recording where permission to do so has been granted;

    (d) recordings may only take place when other students are allowed to take their own notes;

    (e) recordings may only take place when the purpose of the recording has been explained to the group;

    (f) the recording can only take place when other students in the group do not object to the recording;

    (g) in some instances a recording may incorporate third party material which is used as part of the teaching input; namely material not produced by BPP University (videos/recordings/guest-speakers) the recording by a student in this situation may not be permitted without ensuring copyright is not infringed;

    (h) in certain teaching events the tutor may judge that recording may adversely affect the quality of the students' discussion because of the sensitive nature of the topic. In such cases the tutor has the right to stop the recording taking place;

(i) the recording of other students individual or group presentations is not permitted;

(j) the individual making the recording agrees to destroy the copy of the recording once the module of study is completed.

Conditions of Ownership

66. Recordings are made exclusively for the purposes of an individual's private study and remain the intellectual property of BPP University. When authorising a student to make a recording as a reasonable adjustment the University is in effect granting that student license to make a recording of BPP University material for the sole use of personal and private study. The recording must not be reproduced nor conveyed to any other person(s) by any means whatever, (this includes the posting on websites, social media forums and other sites) other than to an authorised member of the Learning Support staff team or specialist support staff for the purpose of assisting the student in transcribing the recording. The recording should be destroyed by the student and specialist support staff once its purpose has been fulfilled; namely when the student completes the module or programme of study. If the student leaves the University before the completion of the module or programme of study the recording should also be destroyed.

67. Any misuse of the recorded material is a direct infringement of this license and therefore would amount to a breach of contract between the individual student and BPP University and be in contravention of BPP University's Policy framework. Such actions would amount to breach of the Student Discipline Policy as set out in the Manual of Policies and Procedures, Part G, Section 5 and could therefore result in disciplinary action.

General Advice and Guidance

68. Recording should not be used as a substitute for attendance. All students should make every endeavour to attend all sessions if this is a requirement of the course.

69. Students should not make recordings on-behalf of other students.

70. All recordings should be discreet and not be intrusive towards other members of the group including the tutor. It is essential that the learning dynamic is maintained and that any recording is undertaken with consideration of others.

71. All recordings for the purposes of a reasonable adjustment should be considered by tutors as a form of note-taking.

72. Potential conflicts arising from other students not wishing to be recorded should be handled sensitively. If another student does not wish to give their consent to be recorded then this should be addressed sensitively and the student reassured as to the conditions of use surrounding the recording.

73. Where other students in the group do not give their consent to be recorded the student requesting the recording should be referred back to the Learning Support team for the consideration of other forms of reasonable adjustment.

This may take the form of requesting that the tutor or other students in the group assist by making their notes available.

Section 3: Wellbeing and Mental Health Policy

Introduction

1. BPP University recognises that an individual's mental health and wellbeing (emotional and psychological states) can be affected by a number of issues including academic pressure, bereavement, stress, family and relationship issues, work-life balance, culture shock, financial situations, accommodation issues, alcohol or drugs, trauma or social isolation.

2. University life can be a trigger for underlying anxieties to surface and more complex issues to arise. The composition of a student's mental health can affect everything they do and whilst many students will self-manage their mental health, for others it can adversely affect their academic performance, achievement and engagement with others and University services.

3. BPP University will provide reasonably appropriate support services for students whose mental health and wellbeing is a cause for concern and respond in the student's best interests during a crisis situation.

Policy Objectives

4. This policy outlines the support available for students with mental health and wellbeing issues and provides details of how the University will respond to crisis and/or emergency situations arising from mental health issues.

5. The Policy also outlines how the University will discharge its Duty of Care to students experiencing mental health difficulties.

Legal Context

6. This policy takes into account the following legislation:

   i) Mental Health Act (amended 2007);
   ii) Equality Act 2010 (In relation to taking steps to avert and challenge discrimination, victimisation or harassment and ensure 'Due Regard' to all persons with Protected Characteristics);
   iii) Data Protection Act, 1998 (and amendments 2018);
   iv) The Health and Safety at Work Act 1974;
   v) Supply of Goods and Services Act 1982, Section 13. Where the institution decides to provide a service such as learning support or counselling services, then there is likely to be an implied duty that these should operate with reasonable care and skill;
   vi) Occupier's Liability Act 1957. Occupiers of premises owe a duty of care to visitors to the premises to ensure that they are reasonably safe.

Terminology

7. The definition of 'Mental Health' for the purposes of this policy is twofold.

   i) A Mental health condition can be an enduring mental impairment as defined by the Equality Act 2010 which would be defined as a disability. Examples of enduring mental health conditions include Anorexia, Bipolar Disorder, Schizophrenia, Psychosis, Obsessive Compulsive Disorder and long-term depression.

ii) Some students may experience short-term episodes of mental health difficulties including distress which may result in a crisis situation and/or anxiety or short periods of depression due to a particular life event.

8. The Equality Act 2010 defines a disability as a person who has as physical or mental impairment where the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities. For the purposes of the Act, these words have the following meanings:

i) 'substantial' means more than minor or trivial;
ii) 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
iii) 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

9. Therefore, short-term episodes of mental health difficulties and/or crisis situations, may not be considered as a disability as defined by the Equality Act 2010. In such cases a student may be entitled to support and adjustments to reduce the impact on their student experience and academic performance during these periods. Available and suitable options will be discussed with the student by a member of the Learning Support team in the first instance.

Disclosing a Mental Health Condition

10. Students are encouraged to disclose either a short-term/temporary or long-term mental health condition, as outlined above, at the earliest opportunity in accordance with the Disability Disclosure Policy (MoPPs, Part L, Section 2)

Confidentiality

11. Every effort will be made to ensure a student's confidentiality in accordance with the Disability Disclosure Policy. In situations where a student is in distress, crisis, expressing suicidal thoughts and/or the intention to harm others *and* it is the view of the University that the student poses a serious risk to themselves or others, then the University's staff may extend and hence break confidentiality. In these situations, where possible, the student will be informed of this and the reason for this decision. The decision to extend confidentiality will depend on the seriousness of the situation.

12. In the event that the emergency services are called following a crisis situation or the requirement for a police welfare check, information pertaining to the incident will be recorded and stored securely by the Head of Inclusion and Learning Support for monitoring purposes.

Learning Support, Counselling and Safeguarding

Learning Support

13. Students who disclose a Mental Health condition or who experience episodes of low mood, anxiety depression or crisis events are encouraged to engage with the Learning Support Service at the earliest opportunity to access and benefit from reasonable appropriate entitlements as set out in the Learning Support policy.

Counselling Service

14. Students are encouraged to engage with the University Counselling Service which offers telephone and email counselling. Student Advisors, Personal Tutors and Learning Support staff and representatives have the details of the counselling service.

Safeguarding Team

15. BPP Operates a Safeguarding team who will also respond to and assist with students who are experiencing a range of personal circumstances which are affecting their wellbeing.

Scope and Aims of BPP Mental Health Provision

16. The principle aim of any risk-based system or provision is to minimise the level of risk to which an individual is exposed, either from themselves, towards others or from others. As such, the aim of each service within the provision, such as Learning Support, Safeguarding, BPP Counselling Services is to *lower the initially identified level of risk* to which a student is exposed, utilising specialist knowledge and training, and through referral and liaison to external agencies with the intention of *mitigating or decreasing* the student's vulnerability. It is important to note from the outset that, in outlining these processes, BPP will *always* refer to external specialist support agencies, where it is deemed necessary and in the student's best interests, as they are equipped to handle emergencies. Internal teams have a duty to respond to the situation and ascertain the most appropriate next steps. Specialist support and intervention can in many cases only be established through the intervention of specialist external agencies and, where appropriate, emergency services.

Fitness to Practise

17. Certain programmes require that an individual is 'fit to practice' due to the nature of the professional work undertaken both during the course and in actual practice. In some circumstances the quality of a student's mental health and wellbeing may preclude fitness to undertake a professional placement on their programme or to qualify in a particular profession. This would be because of the potential risk of harm to members of the public or the requirements of professional competency. If a member of staff is concerned about a student's, this will be discussed in confidence with the student and the course leader. All reasonable considerations for support will be taken into consideration together with professional fitness to practise standards.

Disruptive Behaviour

18. Whilst every effort will be made to encourage students to engage with Learning Support and/or counselling services, and /or their GP, any unacceptable behaviour may be responded to through the Student Discipline Policy in order to avert further negative impacts on the individual and the wider BPP community. If a student does not engage with Learning support and/or counselling support and/or their GP and unacceptable behaviour continues the Student Discipline Policy may be referred to and the student may be subject to disciplinary proceedings. This is to ensure the safety and respect of all staff and students at BPP.

Responding to an Emergency Situation or Crisis

19. When a student displays behaviours which present an immediate risk of harm to themselves or others, for example, experiencing extreme distress, demonstrating signs of physical self-harm or harm to others, psychosis; experiencing delusions, paranoia, mania or hearing voices, or expressing an immediate intention of suicide, BPP staff will take the following action:
    i) where possible, the student will be encouraged to move to a safe space to minimise the impact on themselves and others;
    ii) if the risk/crisis is imminent the emergency services will be contacted by the onsite Customer Service Team by dialling 999;
    iii) the Head of Inclusion and Learning Support, Learning Support Officer, Safeguarding Lead or nominee will be contacted and details of the student and situation will be shared to ensure that appropriate ongoing supportive measures can be considered and that emergency services and or mental health, social services teams are contacted to ascertain the outcome of the intervention.

Responding to a Non-emergency Situation

20. When a student expresses distress as outlined in Responding to an Emergency Situation or crisis above; but the risk is less immediate the following action will be taken:
    i) if a student communicates in person, by email, phone or social media that they are experiencing distress, where possible, the student should be approached by a member of staff who knows them to discuss their present situation. If a member of staff who knows the student is not available; the issue should be raised with the Head of inclusion and Learning Support, Safeguarding Lead or the Learning Support Officer;
    ii) if sufficient concern is identified, details will be shared with Head of Inclusion and Learning Support, or Learning Support Officer, or Safeguarding Lead, or nominee, who will then contact the student by telephone to discuss and evaluate the situation and/or;
    iii) if the student is deemed to be at risk of harm to themselves or others *and/or they are not currently in a BPP premises* the Head of Inclusion and Learning Support or Learning Support Officer, or Safeguarding Lead or nominee will contact the local police welfare team, or the mental health crisis team and/or social services as appropriate to request a 'welfare check' and/or external advice and support.

Follow up and Further Action

21. In all cases where it is in the student's best interests to do so, and within reasonable limits, and where the student meaningfully engages with support services, ongoing support will be provided from the Learning Support team and/or counselling services to ensure that the student can continue with their studies.

22. The details of students who experience a mental health crisis will be logged on a secure 'At Risk' data base to ensure that appropriate follow up is maintained.

23. If the student is receiving support from mental health services they should contact their designated contact person as outlined in their care plan.

24. All students will be encouraged to contact their GP or Community Mental Health Team (CMHT) in non-emergency situations.

Continuation of Studies

25. In some cases it may be appropriate to take an interruption of study after a mental health crisis, suicidal ideation or emergency situation.

26. In rare cases, suspension of University registration in accordance with MoPPs Part G, Section 3, *Rules and Procedure for Suspension of Registration and the Granting of Interruption of Studies* may be invoked when a student's mental health condition is such that they are unable to engage with course and registration requirements in a meaningful way.

Communication

27. In circumstances involving the emergency services it may be necessary to contact the student's next of kin. This will be discussed with the Head of Inclusion and Learning Support and the student's consent obtained where possible.

28. On contacting the emergency services the Customer Service team will record and report in an incident log.

Out of Hours Contacts

29. Students will be referred to the Samaritans, Call: 116 123 (UK)

Section 4: Fitness to Study Policy

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part G, Paragraphs 1. These procedures should be read in conjunction with the General Academic Regulations on Academic Progress and Discipline and those pertaining to the Assessment Regulations for Undergraduate and Postgraduate Awards. They complement the Academic Progress Monitoring Policy (MoPPs, Part G, Section1), the Disability Disclosure Policy (MoPPs, Part L, Section 1), the Learning Support Policy (MoPPs, Part L, Section 2) and the Wellbeing and Mental Health Policy (MoPPs, Part L, Section 3).

General Principles

2. The University seeks to assist all its students to achieve academic success. However, it is recognised that, due to changes affecting personal circumstances, the worsening of an existing health, mental health or disability related issue or the development of a new condition, students' ability to progress may be undermined.

3. 'Fitness to Study' is defined as the ability to positively and proactively engage with academic study and the University learning community, which includes academic participation and progress, as well as respectful engagement with University colleagues. This is not to be confused with fitness to practise.

4. This policy is intended to be preventative and supportive, not punitive and should be reserved for situations when a student's fitness to study is deemed to be a cause for concern and for urgent intervention.

5. Examples of when a student's fitness to study may be a cause for concern include, but are not limited to, the following:

   i) A student's behaviour or health difficulties are, or are at risk of, impacting upon the health, safety or wellbeing of themselves or others;
   ii) A student's behaviour or health difficulties are, or are at risk of, adversely affecting the teaching, learning, or experience of other students;
   iii) A student's behaviour would usually invoke the Student Discipline Policy but there are concerns of an underlying physical or mental health difficulty;
   iv) A student's failure to engage or progress academically may be attributable to an underlying physical or mental health difficulty.
   v) A student frequently defers or extends an assessment may be considered 'at-risk' of being unable to complete their programme.

6. This policy should not be used to address routine cases where a student has failed to engage or progress academically. These should be considered under the Academic Progress Monitoring Policy.

7. In an emergency, or in cases where a student's health or behaviour pose a risk of harm to either themselves or others, it may be necessary to invoke the

Mental Health and Wellbeing Policy, the Vice-Chancellor's Emergency Powers, or the Student Discipline Policy.

8. The application of the Fitness to Study Policy will be guided by the following principles:

- fair and proportionate action in relation to vulnerable individuals;
- consideration of relevant professional advice;
- safeguarding the academic community from threat or harm;
- support student achievement through holistic consideration of challenges and support available;
- compliance with legal duties and responsibilities including but not limited to the Human Rights Act 1998; the Equality Act 2010; the Counter Terrorism and Security Act 2015 (Section 31); General Data Protection Regulations and Data Protection Act 2018.

Procedure

9. The Fitness to Study procedure has an informal and a formal stage, however, the formal stage may be invoked directly, depending on the nature or seriousness of the concern:

i) Stage 1: Informal Review
ii) Stage 2: Fitness to Study Panel

Stage 1 – Informal Review

10. Where an academic or a professional member of staff has concerns about a student's fitness to study, they should, in the first instance, notify the personal tutor who should attempt to resolve any issues informally with the student. The personal tutor should discuss the identified concern with the student, making reference to this policy, explore possible solutions, and signpost or refer the student to appropriate support services offered by the University.

11. In all instances, the personal tutor should monitor progress following the informal discussion and if concerns persist, the personal tutor will refer the student's case to the Head of Programmes and the Head of Inclusion and Learning Support, or nominee, and recommend progression to Stage 2.

12. At this point, the Head of Inclusion and Learning Support, or nominee, will enter the student on the *At Risk Register* to enable the tracking of progress and resolution, and intervene, as appropriate.

Stage 2 – Fitness to Study Panel

13. Where concerns remain after the informal review, or if the concerns are grave, the Head of Inclusion and Learning Support, or nominee, shall call a Fitness to Study Panel to review the case and to determine appropriate outcomes.

14. The Fitness to Study Panel shall comprise:

i) The Deputy Vice-Chancellor, or nominee (Chair)
ii) The Head of Inclusion and Learning Support, or nominee

iii) The Dean of the relevant School, or nominee
iv) The student's personal tutor, unless there are issues of conflict
v) A Secretary

15. The student will be invited to attend the Panel and may be accompanied by a friend or relative, or a representative from the Students' Association. Legal representation would not, normally, be permitted.

16. The purpose of the meeting is to discuss, collaboratively, with the student their situation, how their health is hindering their progression, the effect it is having on others within the University, and to identify what support can be put in place to enable the student to continue with their studies.

17. The student should be notified of the meeting in writing and be given a minimum of five working days' notice of the meeting. The student will be informed in advance:

i) of the nature of the concerns;

ii) of the purpose of the meeting;

iii) who will be in attendance;

iv) whether the student needs to provide any information or documentation including, if appropriate, medical evidence;

v) the contact details for the Students' Association independent advice team and their right to bring a friend, relative or a Student Association representative;

vi) that the meeting may proceed in their absence.

18. The Fitness to Study Panel may call for additional independent evidence, i.e. from witnesses or from relevant medical professionals. In all instances, the student will be given access to all such evidence a minimum of two working days in advance of the Fitness to Study Panel meeting.

19. Medical evidence submitted for consideration by the Fitness to Study Panel must be current and identify:

i) the nature and extent of any medical condition, and the prognosis;

ii) the extent to which it may affect their fitness to study and engage in University life;

iii) ongoing medical treatment plan;

iv) recommendation for special provisions that the University might consider to support the student.

20. The Fitness to Study Panel meeting may progress if the student does not attend. However, the spirit of the policy is that the meeting is a constructive approach to assisting the student to continue with their studies successfully.

21. The Fitness to Study Panel may conclude, in agreement with the student wherever possible, that:

    i) no further action is necessary;

    ii) an Action Plan will be agreed with the student detailing:

        a) support to be put in place;
        b) formal expectations;
        c) timescales for achievement and review;
        d) consequences of failing to meet agreed expectations;

    iii) that it is appropriate for the student to change to another mode of study;

    iv) that the student should take an interruption of studies, if appropriate and within time limits for suspension and completion of the programme;

    v) that it is necessary to refer to other University policies, such as the Student Discipline Policy, the Mental Health and Wellbeing Policy;

    vi) that it is necessary to refer to the Programme Regulations of the student's programme, for example where there are concerns regarding Fitness to practise;

    vii) that it is necessary to permanently withdraw the student from the University. This course of action would, normally, be reserved for exceptional circumstances (a) where there is evidence of serious risk to the student or others in the University community; or (b) where previous attempts to support the student through the Fitness to Study Procedure have not been successful and there is objective and authoritative evidence that the student is physically or mentally unable to continue their studies.

22. The student shall be provided with a letter recording the details and outcome of the meeting within five working days. The letter shall include an invitation to a meeting with the Head of Inclusion and Learning Support, or nominee, to discuss the outcome of the Fitness to Study Panel. The student may be accompanied to this meeting by a friend, a relative, or a representative from the Students' Association. The student should be asked to confirm their agreement with the proposed course of action in writing and informed of their right to appeal if they are not in agreement.

23. In the case of suspension of registration, the student will be referred to the Return to Study procedure and be given a named University contact for the duration of their suspension.

24. Where temporary suspension is agreed, relevant student support services shall be notified and available to advise the student on any impact this suspension may have on funding, Tier 4 Visa or work placement, as appropriate to the student's individual circumstances.

Appeals

25. Where a student does not agree with the outcome of the Fitness to Study Panel, they shall have the right to appeal the decision to the Academic Appeals Board as set out at MoPPs, Part K, Section 3.

Return to Study

26. In all instances of an agreed interruption of study or the suspension of registration by the University, the student must confirm in writing their intention to return, at least four weeks in advance of the intended return date. The student must confirm that they are fit to return and provide medical or other evidence, as appropriate to their individual circumstances to demonstrate their fitness to study. The evidence must be objective and authoritative, usually from an independent qualified professional such as a registered health practitioner, or a law enforcement professional who has enough knowledge of the student's circumstances to make an informed statement on their fitness to return to study.

27. Prior to the student's re-entry and registration, the Fitness to Study Panel with re-convene to review the evidence in order to ensure that the student is sufficiently well and able to continue with their studies, and to ensure that appropriate support mechanisms are put in place.

28. The final decision agreeing re-entry and registration to the University will be communicated on the recommendation of the Fitness to Study Panel meeting by the Dean of School or nominee to the student within five working days from the date of the meeting.

Monitoring, Evaluation and Review

29. The Head of Inclusion and Learning Support, or nominee, shall provide an annual report to the Education and Standards Committee, summarising cases that have been considered by the Fitness to Study Panel and the action taken in relation to each, and a commentary on the effectiveness or otherwise of the procedures and any recommendations for change.

Section 5: Fitness to Practise Policy

Introduction

1. The University has a duty to ensure that students on professional courses are fit to practice in that profession, or will be when they complete the course.

   This includes a duty;

   > to protect present or future patients, clients, service users and members of the public; to safeguard public confidence in the profession; to comply with the requirements of professional/regulatory bodies; and to ensure that students are not awarded a qualification that permits them to practice a profession if they are not fit to do so.

2. When the University has concerns about a student who is already a registered member of a profession, it has a responsibility to respond to this and to raise those concerns with the relevant professional body, the Disclosure and Barring Service, and/or the student's employer.

Terminology

3. Fitness to practise is the ability to meet professional standards; it is about character, professional competence and health. According to the Health and Care Professionals Council (HCPC 2019) someone is fit to practice if they have *"the skills, knowledge, character and health to practice their profession safely and effectively".*

Scope

5. This policy applies to students studying on courses which lead to a professional qualification where there are statutory, professional or regulatory body requirements relating to health, behaviour or attitudes. The policy applies to enrolled students, and not to applicants, where other procedures apply, although issues about applications may be considered under these regulations for students who are enrolled.

Our Commitment

6. The University is committed to ensuring that students are fit to practice in the relevant profession and that they meet the professional standards of that professional, statutory or regulatory body. The University also ensures that students are made aware of any concerns about their fitness to practise and that any decisions about a student's fitness to practise are arrived at through a fair and transparent process. The University is committed to ensuring that it is mindful of the obligation to safeguard the public interest, i.e. protection of patients, children and service users, maintenance of public confidence in professions and upholding proper standards of conduct and behaviour.

Fitness to Practise

7. Issues considered under these regulations include those relating to students' health, behaviour and professional competence and/or attitude which may

affect their fitness to practise in the relevant profession. These concerns may arise inside or outside the University and may be brought to the attention of the University by any person or organisation. There may be particular processes within schools for reporting issues from placement providers but the University may consider under these regulations any issue which merits attention.

8. Examples of issues that may lead to fitness to practise concerns include, but are not limited to, the following:

i) academic misconduct (for example plagiarism, cheating in examinations, forging records);

ii) other disciplinary offences (for example antisocial, abusive or threatening behaviour, sexual misconduct, violence, bullying or harassment, damage to property, internet access abuse, substance/alcohol abuse);

iii) health and safety breaches;

iv) failure to disclose convictions or other information that the student is required to disclose;

v) inaccurate or falsified placement documentation;

vi) unsafe practice, incompetence or requiring too much supervision;

vii) unprofessional behaviour, including:

a) lack of respect, aggressive or poor attitude, laziness;
b) indiscipline, failure to follow dress code, inappropriate use of mobile phone, poor time keeping, poor attendance;
c) failure to self-reflect, lack of insight;
d) failure to engage with investigations into unprofessional behaviour;
e) poor self-management, lack of personal accountability;
f) dishonesty;
g) breaking patient confidentiality

viii) behaviour away from the student's studies, including:

a) a formal police caution or criminal conviction
b) disruptive behaviour in the community;
c) inappropriate use of social media;

ix) safeguarding concerns;

a) poor mental or physical health or serious physical impairment that interferes with the student's ability to practice safely;
b) failure to seek help or engage with appropriate services in relation to health issues;
c) poor communication or language skills.

9. Good health usually means that a student is capable of safe and effective practice without supervision. It does not mean the absence of any disability or health condition.

10. If a student has a disability and/or learning difficulty, they are encouraged to disclose this to the Learning Support team and to inform their tutor (MoPPs, Part L, Section 2). The Learning Support team will work with students to ensure that they have the reasonable adjustments that they are entitled to throughout their programme of study. Reasonable adjustments for work-placements should be discussed with the placement provider in liaison with the Learning Support team.

11. Where issues may be considered under another University regulation or policy in addition to the Fitness to Practise Policy, e.g. Academic Progress Policy, Academic Malpractice Procedures, the Student Discipline Policy or Fitness to Study Policy; the University will use the most appropriate procedure taking into account fairness to the student, the scope and purpose of the regulations and the University's responsibility to professional, statutory and regulatory bodies. It may be appropriate for the outcome of any proceedings under one set of regulations to be taken into consideration under another set of regulations.

12. Decisions made under these regulations will not be changed by Boards of Examiners.

13. The impact of any concerns about a student's fitness to practise will be decided in the context of the particular professional standards of the relevant professional, statutory or regulatory body applying to the specific programme of study.

14. The University is responsible for making students aware of the relevant professional standards. Students are responsible for familiarising themselves with the relevant professional standards and meeting the requirements.

14. Students are required to self-report on matters relating to their health, behaviour or attitude e.g. if a student is the subject of criminal justice processes or employee/student disciplinary processes, or if they have a disability and/or learning difficulty.

15. Any requirements may be profession specific and students will be made aware of these in course specific documentation. If a student fails to self-report as required, this may lead to action under these regulations.

16. The University may start proceedings under these regulations up to six months after you have ceased to be a student of the University. If you withdraw from the programme after the proceedings have started, we may continue the proceedings.

General Principles

17. Fitness to Practise is distinct from the Fitness to Study Policy.

18. A disciplinary matter might lead to fitness to practise proceedings if the behaviour that led to disciplinary action calls into question the student's fitness to practise.

19. Those investigating or making decisions at any stage of the proceedings set out in these regulations will do so impartially.

20. Any issues raised under these regulations will be dealt with promptly, sympathetically and with respect for privacy and confidentiality. Information will only be disclosed to other parties as is necessary for the investigation of a case, or for safeguarding reasons, or as required by law, or as is required by the relevant professional, statutory or regulatory body.

21. Action under these regulations will be initiated promptly following the receipt of allegations or the emergence of relevant issues of concern. Such action will be completed as quickly as possible balancing the need for a thorough investigation and a fair process with the desirability of a prompt outcome. Students will be informed of progress in general and, in particular, of any delays.

21. Where the placement provider informs us that they are no longer prepared to accept a student for training because of concerns about fitness to practise, the University will confirm to the student that they should no longer attend the placement. A decision will be made whether investigation is required under these regulations. If appropriate, the University may seek to place a student back with the placement provider or seek to find an alternative placement. Delays to attendance on placement may occur pending investigation and conclusion of fitness to practise cases. This means the length of time taken to complete an award could increase leading to a number of implications including fees, funding and visa status.

22. Where concerns raised with the University which, if substantiated, could mean there is a potential risk to the wellbeing of other students and staff, or the clients or staff of a placement provider, or to the student's own wellbeing, the student may be excluded from University generally pending investigation under these regulations. Exclusion may also be considered if it was deemed that a thorough investigation of the case would be difficult to conduct if the student was continuing on the programme without any restriction or limitation.

23. When a concern is raised, the Dean of the School will decide whether or not to instigate a fitness to practise investigation.

24. At all stages of this procedure, the student may be accompanied by a friend or colleague unconnected with the case.

<u>The Fitness to Practise Process</u>

25. Stage 1 – Preliminary Stage / Cause for concern:

i. The first stage of the fitness to practise process is the cause for concern stage. This will consider if there is a fitness to practise issue or if there is a competency issue.
ii. This stage is intended to be developmental and supportive. It gives the student the opportunity to improve their practice or approach.
iii. The Dean of the School, or nominee, will arrange a meeting with the student to discuss the concerns that have been raised and listen to their response to them.

iv. The Dean of the School, or nominee, will agree supportive improvement measures, and develop an action plan with timelines for improvement, where appropriate.
v. The student may be asked to complete a piece of work to reflect on their practice. This should demonstrate that the student has the necessary insight into the behaviour or the issues leading to the concerns being raised.
vi. If the improvement action plan is not adhered to, or the work requested does not demonstrate insight, the student will be referred to Stage 2 of the Fitness to Practise process.
vii. 'Cause for concern' procedures may be bypassed if the issue leading to the fitness to practise concern is sufficiently serious. An example of this may be if the student has harmed or is at risk of harming others, or if fitness to practise concerns have arisen following criminal conviction.
viii. If the student disputes the events or behaviour giving rise to the cause for concern, it may be appropriate to move to the formal stage of the procedure. This is to ensure that the student has a fair opportunity to present their case.

26. Stage 2 – The Formal Stage:

i. An investigation will be conducted where the facts of the case have not been established, or where further information is needed about the matter leading to concern about the student's fitness to practise.
ii. To investigate a fitness to practise issue, the Dean of the School will appoint an investigator who will write to the student explaining the nature of the concern/allegation and invite them to a meeting where they can give an explanation of the relevant situation.
iii. The investigator will provide a copy of the fitness to practise procedure prior to the meeting.
iv. The investigator will clearly state what is being investigated and how it applies to the relevant professional standards.
v. The investigator can decide to involve other members of staff or members of external bodies (e.g. representatives of placement providers) in the investigation and in meeting with the student as is reasonable and appropriate. The student will be kept informed of the extent and progress of the investigation.
vi. The investigator can also, as is reasonable and appropriate, request an occupational health assessment or a check from the Disclosure and Barring Service.
vii. Following completion of the investigation, the investigator may decide to:
    a) take no further action under these regulations; and/or
    b) refer issues for consideration under other regulations; and/or
    c) allow the student to continue fully as a student on the programme but issue some advice as to future conduct and/or impose conditions which may include a requirement to attend an alternative placement. If the student is not willing to accept the advice or any of the conditions, the case will be referred to a Fitness to Practise Panel.
    d) refer the case to a Fitness to Practise Panel.
viii. The University understands that these processes can be very stressful and therefore aim to complete the Stage 2 investigation and come to a

conclusion normally within 20 working days of informing the student of the investigation.

ix. The investigator will produce a report based on their investigations which outlines the process followed, the information gathered and their conclusions.

x. The student and their representative will receive copies of the information obtained during the investigation, a copy of the investigation report and information about the next step in the process. All personal information will be anonymised before being sent to the student and their representative.

27. Stage 3 - Fitness to Practise Panel:

i. The Dean of the subject area will agree referrals to the Fitness to Practise Panel and agree the membership of the panel.

ii. The Fitness to Practise Panel will comprise of three members from the following appointed members;

a) Dean of another School or a nominee (Chair);
b) Dean of the School or a deputy;
c) Senior Academic from the School;
d) Placement Manager;
e) Senior academic from another school;
f) Lay member (patient/carer/practice colleague)

iii. Professional bodies may have their own requirements for Fitness to Practise Panels in which case the above membership may be varied to meet those requirements.

iv. The student will have the right to attend the Panel hearing but they do not have to attend. If the student chooses not to attend, or do not attend after giving notice of attendance, the Chair of the Panel can decide whether or not the hearing will go ahead as planned in their absence. The student can submit a statement to present to the Panel in their absence which must be submitted at least 5 working days before the Panel hearing.

v. The student will be given at least 10 working days' notice of the date and time of the Panel hearing. They will be informed of the fitness to practise issues which have been referred to the Panel. The University will send the student copies of the documents which the investigator will present to the Panel, and the names of any witnesses who will be called at least 10 working days before the Panel hearing.

vi. Where a witness statement is provided the name of the witness will normally be identified. However, there may be exceptional cases when anonymous statements will be provided because there are reasonable grounds for considering that the witness will be at risk if his or her identity is revealed.

vii. Whether or not to accept anonymous statements will be the decision of the Chair of the Panel.

28. At least 5 working days before the Panel hearing, the student must:

i) inform the Secretary to the Panel whether or not they will be attending the Panel hearing;

ii) inform the Secretary to the Panel of any friend or representative who will be in attendance;
iii) inform the Secretary to the Panel of the names of any witnesses that the student wishes to call;
iv) provide copies of any documents or written statements the student wishes to submit to the Panel.

29. In addition to the student, their representative and the Panel members, the following will be in attendance:

i) the investigator who will introduce the case;
ii) the Secretary to the Panel who will advise the Panel on procedural issues and be responsible for making a record of the hearing;
iii) any witnesses called.

30. The Panel may, acting through the Chair:

a) adjourn a hearing as it thinks fit, from a short break in the proceedings to reconvening on another date; and/or b) ask for additional enquiries to be undertaken, and/or call for additional witnesses to attend; and/or

b) ask questions of the investigator, the student and/or his or her representative and any witness; and/or

c) impose time limits on oral addresses and submissions; and/or

d) refuse to admit evidence for example on the grounds that it is irrelevant to the issues raised; and/or

e) recall witnesses to give further evidence; and/or

f) dismiss the case at any stage during the hearing.

31. The procedure for the Panel hearing will normally be:

a) The allegation(s) and how it relates to the relevant professional standard of conduct will be put to the Panel by the investigator.

b) the investigator may call any witnesses in turn and question them.

c) Student or representative may question those witnesses.

d) Student or representative may address the Panel.

e) Student or representative may call witnesses in turn and question them.

f) Student may give evidence.

g) Investigator may question those witnesses and question the student if they have given evidence.

h) Investigator may make concluding remarks to the Panel.

i) Student or representative may make concluding remarks to the Panel.

j) Investigator, student and student's representative will withdraw and the Panel will consider its decision. Witnesses will only be present for the part of

the hearing in which they give evidence. The Secretary to the Panel may not participate in the decision making of the Panel but may advise on its powers.

32. Panel members may ask questions at any point during the hearing.

33. The Panel can decide to take one or more of the following actions:

a) defer a decision pending the receipt of further information or advice;

b) decide there is no case to answer and no further action will be taken

c) permit the student to continue on the programme, either unconditionally, or subject to such requirements relating to the programme as may reasonably be imposed;

d) exclude the student from all, or particular aspects of, study on the programme for a specified period of time, not exceeding 12 months;

e) require the student to repeat a specified part or parts of the programme;

f) exclude the student from further study on the course - any further application for study at the University will be considered in accordance with the University's Admissions Policy;

g) exclude the student from further study on the course and not permitted re-entry to this course or any course with professional requirements within the Faculty or University - any further application for study at the University will be considered in accordance with the University's Admissions Policy;

h) recommendation to the Vice Chancellor for expulsion from the University - no further application for study at the University will be considered;

i) exceptionally, recommend to the Academic Regulations and Awards Committee that an award already made is withdrawn.

34. The Panel shall come to conclusions about facts on the balance of probabilities.

35. In coming to decisions the Panel may consider as appropriate factors such as their findings of fact in relation to statutory, professional or regulatory guidance about standards and fitness to practise, extent, impact, intent, repetition, mitigation, the training the student has already experienced, the likely impact of future training, any reasonable adjustments that have been made for a student with a disability, and any reasonable adjustments that may be made for a student with a disability in the future.

36. The intention is not to punish the student, but to act proportionately where there is a need to protect the public or preserve public confidence in the profession.

37. The University aims to complete Stage 3 of the process and come to a conclusion normally within 20 working days of referral to the Fitness to Practise Panel. The student will be informed of the outcome of the Fitness to Practise Panel in writing within 5 working days of the Panel hearing including the reasons for the Panel findings and any sanction imposed.

Right of Appeal

38. The student has the right to appeal a decision of the Fitness to Practise Panel within the grounds and timescales set out in the University's Appeal Policy and Procedure.

Monitoring and Reporting

39. Where appropriate the outcome of the Fitness to Practise Panel will be reported to the relevant professional, statutory or regulatory body after an appeal has been heard or after the period for making an appeal has elapsed. The student will be informed in advance of the intention to report, the scope of the report and the body or bodies to whom the report will be made.

40. An annual report based on anonymised faculty cases and any appeals will be presented to the Academic Council. The monitoring will include monitoring of students going through the procedures by ethnic origin, gender and disability in accordance with the duties to promote racial, gender, and disability equality.

Part M: Collaborative Provision

Section 1: Approved Partners and Endorsed Providers

Authority

1. These procedures derive from the General Academic Regulations (GARs), Part M and should be read in conjunction with the General Academic Regulations on Collaborative Provision.

Introduction

2. The procedure aims to:

   (a) be transparent, robust and responsive;

   (b) allocate time and resources appropriately;

   (c) recognise that the degree of risk varies from one proposal to another and alter the level of scrutiny accordingly;

   (d) address the principles set out in the Apprenticeship funding and performance management rules, Version 4;

   (e) address the principles set out in the Quality Assurance Agency's *UK Quality Code for Higher Education*.

Approval Process

3. The process aims to adopt a proportionate approach depending on the scope of the proposed collaboration and the level of risk. Consequently, it addresses two aspects of collaboration:

   (1) the approval of an institution as an approved partner or endorsed provider;

   (2) the approval of a specific collaborative venture that involves delivery by an approved partner or support by an endorsed provider.

4. The University shall apply its existing policies for the approval of goods or services that support student learning, where a service level agreement is sufficient to ensure appropriate control.

5. The University academic staff who are considering the development of a proposal for collaborative provision should seek advice and support from the Academic Quality Team.

6. The Academic Quality Team will support and guide staff through the formal approval process, which is outlined below. The Academic Quality Team will maintain an audit trail to demonstrate that the University has met its own standards for collaborative provision. Proposals may only be put forward with the knowledge and agreement of the Dean of the relevant School.

Approval Process: Stage One

7. The procedure for approval is a two-stage process.

8. Stage 1: the Dean of School[46] shall submit to the Vice-Chancellor, through the Academic Quality Team, a proposal. The Vice-Chancellor will evaluate the viability of the proposal and determine whether or not to:

   (a) allow the proposal to proceed to Stage Two of the process; or,

   (b) refer the proposal back to the Academic Quality Team for further development;

   (c) reject the proposal.

9. Where the Vice-Chancellor determines to progress the proposal to Stage Two of the approval process, the proposal shall be submitted to the Academic Regulations and Awards Committee (ARA) for information.

Approval Process: Stage Two

10. Stage 2 is a detailed consideration for full approval. Stage 2 may be sub-divided into the following two processes. It is expected that these will usually happen concurrently:

    (a) the approval of the proposed partner (based on the business case, an assessment of their standing, national context and suitability, and their ability to enter into a legal agreement with the University);

    (b) the approval of the proposed Specific Collaborative Venture – based on an assessment of the academic case (e.g. pedagogic value, compliance with the UK's *Framework for Higher Education Qualifications of UK Degree-Awarding Bodies* and the QAA's *UK Quality Code for Higher Education*).

Academic Due Diligence

11. To assure itself that an institution is an appropriate collaborative partner the University shall carry out an 'Academic Due Diligence' investigation which shall be summarised in a report ("Academic Due Diligence Report"). The Academic Quality Team shall report to the Vice-Chancellor and the relevant Dean of School on the outcome of the due diligence process, summarising the findings, providing a recommendation and attaching the full report. Legal due diligence shall follow as is appropriate in the formation of the contract.

Business Case

12. The relevant Dean of School or, in the case of sub-contracted provision, the Director of Professional Apprenticeships shall provide the Vice-Chancellor with a business case assessing the viability of the collaborative activity as a whole. This shall include:

[46] In cases where the provision is cross-school the Deans of all affected Schools must support the proposal. Such cross-school initiatives shall be led by the Dean of Academic Quality.

(a) the awards, programmes (including programme specification), modules or other learning activities under consideration;

(b) the timescales for implementation;

(c) the target market and typical student characteristics and behaviours;

(d) the evidence for the demand for the qualification;

(e) the evidence for the market for graduates from the qualification;

(f) the full costs including additional demands on resources, accounted for accurately and fully;

(g) the financial (direct and indirect) benefits to the University;

(h) a risk analysis of the collaboration breaking down, and the responsibilities and liabilities of the University in the event that it does.

13. The Vice-Chancellor shall then determine whether or not to:

(1) accept both the Academic Due Diligence report and the Business Case; or,

(2) refer the application, in whole or part, back to the Academic Quality Team for further work; or,

(3) reject the application.

14. Where the Vice-Chancellor determines to accept the application, the Academic Due Diligence report shall be referred to ARA for consideration and comment. The application and the comments of ARA shall be considered for approval by the Board of Directors.

Prospective Partner Approval

15. Full approval of a prospective partner shall be effected through the approval of the initial, specific collaborative provision sought.

16. Approved Partner or Endorsed Provider Status shall be subject to annual and periodic review of active provision.

Specific Provision Approval

17. The process of approval of specific provision (e.g. the deployment of a programme) shall follow the principles and procedures set out in Parts C, D and M of the University's General Academic Regulations and Manual of Policies and Procedures except that the approval process will incorporate an approval event or other form of onsite validation of the provision as approved by the Vice-Chancellor, at the prospective partner's premises and must conclude with the adoption of a legally binding Agreement (see 20 – 23 below).

18. The approval event or onsite validation shall verify that the representations made by the prospective partner are accurate and that the resources to support the collaborative venture are appropriate.

19. The composition of the University panel for the approval event shall be as set out in the General Academic Regulations, where applicable. Where the partner is well established, is in good standing with the QAA, UKVI, relevant PSRB (such as the NMC), Health and Safety Executive etc., or where informal links already exist between it and the University the requirement for a visit may be waived or the composition of the panel may be amended at the discretion of the Vice-Chancellor in relation to risk and proportionality.

Legal Agreement

20. Once the Business Case and Academic Due Diligence report has been approved, the Academic Quality Team will inform Group Legal Counsel's Office that the necessary stages have been completed and request that an Agreement be drafted appropriate to the Specific Collaborative Venture, and shall at the same time provide Group Legal Counsel with the Due Diligence Report, the Business Case, confirmation details of approval from the Board of Directors and any other relevant information.

21. The Agreement shall set out the rights and obligations of the parties and shall be signed by the Vice-Chancellor of the University and the Head of the Prospective Partner once the Specific Collaborative Venture has been approved by the Academic Council and the Board of Directors.

22. Group Legal Counsel will retain the original agreement for the University's files, one copy shall be lodged with Academic Quality for reference during quality assurance and monitoring, and one with the Dean of the School.

23. The Academic Quality Team shall be responsible for maintaining a register of collaborative arrangements. The relevant Dean of School shall be responsible for informing PSRB's, as relevant, of such arrangements and in accordance with the QAA's guidance.

Advertising Collaborative Provision

24. Collaborative provision may only be advertised after all approvals and formal agreements are in place. Information published by third parties regarding collaborative provision should be written in collaboration with the University where possible. In all cases, the information published by collaborative partners must be approved by the University prior to publication.

Monitoring and Review

25. All collaborative provision shall be reviewed annually and a report provided to the Academic Council. The Academic Quality Team will monitor and review:

    (a) all active provision;

    (b) whether provision is being conducted in line with the contractual terms agreed, or whether there is a need to amend the terms of the contract;

    (c) whether provision is being conducted in line with that envisaged in the Academic Due Diligence Report; the risk assessment for each collaboration, and updating as necessary;

(d) achievement of students on the collaborative programme(s), as compared to other comparable programmes; and,

(e) student satisfaction on the collaborative programme(s), as compared to comparable programmes.

Withdrawal, Suspension and Termination of Collaborative Provision

26. The need to withdraw, suspend or terminate Approved Partner or Endorsed Provider status may arise for a number of reasons, including:

(a) withdrawal or suspension of approval of a relevant programme;

(b) failure to reach agreement on contractual terms;

(c) failure to recruit students to enrol to a Specific Collaborative Venture;

(d) termination of a contract, or a failure to renew a fixed term contract; or

(e) quality issues identified through annual monitoring, External/University Examiner reports, Programme teams, Quality Assurance Agency reports, Ofsted or Skills Funding Agency reports, or other external bodies.

27. Where a School seeks to withdraw Approved Partner or Endorsed Provider status the relevant Dean must seek to protect the interests of students enrolled on a Specific Collaborative Venture to ensure any impact on their learning experience is minimised.

28. Where Approved Partner or Endorsed Provider status is withdrawn, suspended or terminated, the Dean of the relevant School within BPP University must communicate any such withdrawal, suspension or termination to continuing students and advise them of the alternative or transitional arrangements to enable them to complete their studies.

Automatic Suspension

29. Approved Partner or Endorsed Provider status will automatically be suspended where:

(a) a legal agreement has not been signed within twelve months of Academic Council approval of a Specific Collaborative Venture;

(b) no students have enrolled on a Specific Collaborative Venture within twelve months of signature of a legal agreement; or

(c) the approval of a relevant programme is suspended or withdrawn.

30. For the avoidance of doubt, where a Partner is Approved or a Provider is Endorsed in relation to more than one Specific Collaborative Venture, the automatic suspension of approval in relation to one Specific Collaborative Venture does not impact on the approval in relation to other Specific Collaborative Ventures.

Non-Automatic Suspension or Withdrawal

31. Where a School seeks to withdraw Approved Partner or Endorsed Provider status, the relevant Dean must submit a report (on the prescribed form) to the Dean of Academic Quality, which will be reviewed and submitted to the Secretary of ARA, setting out the reasons and any transitional arrangements for students.

32. Where a contract has been terminated (by either party), or a fixed-term contract has expired and the University is not seeking to renew the contract, the Dean of the relevant School, or in the case of cross-School provision, the Deans of the relevant Schools, must jointly submit a report (on the prescribed form) to the Dean of Academic Quality within three months of the termination or expiry.

33. Where issues of quality (as set out in the GARs, Part M, Paragraph 10) are identified in relation to a Specific Collaborative Venture, the Vice-Chancellor may immediately suspend Approved Partner or Endorsed Provider status.

34. Where an Approved Partner or Endorsed Provider whose approval is suspended under paragraph 33 is approved in relation to more than one Specific Collaborative Venture, the suspension will be in relation to all provision, unless expressly specified otherwise.

35. Following suspension under paragraph 33, the Dean of Academic Quality must conduct an urgent review of provision and the relevant Dean, or relevant Deans of Schools, must either:

    (a) seek withdrawal of the approval; or

    (b) seek re-approval by the Academic Council of Approved Partner or Endorsed Provider status.

Effect of Suspension of Approval

36. Where Approved Partner or Endorsed Provider status is suspended, no legal agreement may be signed or new students enrolled onto the Specific Collaborative Venture, without re-approval from the Academic Council.

37. For the avoidance of doubt, where students are enrolled on a Specific Collaborative Venture, suspension of Approved Partner or Endorsed Provider status does not remove the requirement of parties to perform any contractual obligations.

Section 2: Approval of Employer Partners for Work-Based Learning Opportunities

Definition

1. Work-Based Learning is where an individual is an employee and as a part of that employment is additionally enrolled on a programme of study with the University.

Principles

2. The University's approval process for Work-Based Learning opportunities:

   (a) seeks to ensure that the University only approves opportunities with appropriate employer partners;

   (b) recognises that all employment situations are different, but will aim to ensure that a student's specific employment situation at the time of enrolment provides the opportunity for them to achieve the relevant learning outcomes of their programme or module(s);

   (c) requires that the employer provides students with adequate time to undertake their studies as well as their tasks as employees;

   (d) ensures that students are recognised as both employees and learners;

   (e) ensures that commercial considerations do not undermine academic standards; and

   (f) complies with the principles for all collaborative activity as defined in the GARs, Part M, paragraph 9.

Approval Process

Authority

3. Specific work-based learning opportunities shall be approved by the Dean of the relevant School, and in accordance with the principles outlined here and on completion of the specified documentation. The Dean of Academic Quality shall be responsible for monitoring the process and reporting annually to the Academic Council.

4. Whether an opportunity falls within the definition of 'Work-Based Learning' in paragraph 1 and should be approved under these regulations will be determined by the Dean of Academic Quality.

5. Where a partnership is a mixture of both Work-Based Learning and other collaborative arrangements, the approval process outlined in the MoPPs, Part M, Section 1 will be followed, instead.

Job Role Review

6. The School must assure itself that the role in which a work-based student will be employed will enable the student to undertake tasks which are relevant to the programme or module(s) of study, and will provide opportunities for the achievement of the learning outcomes of the programme or module(s).

7. Although the specific tasks that a student may undertake in the workplace throughout the programme may not be identifiable at this stage, the general availability of tasks which would be suitable at the requisite level(s) for the programme should be identified.

8. The School shall ensure that the person undertaking the job role review has sufficient knowledge of the relevant programme, the FHEQ and the relevant industry standards to make sound determinations of the job role's suitability.

9. Where there is more than one role, this review should be undertaken for each role.

10. Where more than one person will undertake the same role, the availability of sufficient tasks to meet the educational needs of all students should be established.

11. The outcomes of the job role review should be recorded and agreed by both the School and the employer.

Student Support

12. All students should be supported in their work-based learning by their employer and by the University. This will include:

    (a) for the employer:

        (i) providing appropriate mechanisms to support the employee as a learner, as distinct from line management, e.g. through a work-based mentor or, in large organisations, by a dedicated learning and development team; and

        (ii) allowing employees sufficient time to participate in University sessions, to undertake personal study or attend examinations and allowing students to undertake tasks, as agreed in the job role review, at appropriate times and in a progressive and developmental way.

    (b) for the University: providing appropriate mechanisms to support the student whilst in work, which may include flexible access to the University (electronic and/or physical), site visits, telephone calls and/or electronic support, whether academic or pastoral.

13. Mechanisms for student support should be agreed prior to contracting and documented in the formal contract/memorandum of understanding.

Employer Checks

14. The School shall ensure that the proposed employer partner completes the due diligence questionnaire and shall obtain sufficient information to satisfy itself that:

    (a) the proposed employer partner is financially sound and is likely to continue in business for the duration of any enrolled students' programme of study; and

    (b) the proposed employer partner does, and is likely to continue to, comply with all relevant health and safety and equality and diversity laws in the United Kingdom; and

    (c) the proposed employer partner has all permissions in place to undertake the area of practice in which it is engaged and that there are no investigations, sanctions, negative judgments or other similar actions being taken by a relevant professional or statutory regulatory body (PSRB); and

    (d) the proposed employer partner has not unsuccessfully provided other similar opportunities to students; and

    (e) there are no other reasons which would make it inappropriate to offer a programme of study in partnership with the proposed employer partner.

15. The outcomes of the employer checks should be recorded by the School on the approved template.

Resignation, Redundancy, Dismissal and Programme Non-progression

16. The effect of resignation, redundancy or dismissal on the student's ability to continue on the programme and the possibility of transfer to another programme should be identified and communicated to applicants before they are registered on the programme.

17. The effect of failure on a module or programme and of non-progression on a programme should be established with the employer and communicated to applicants before they are registered on the programme.

Concerns and Referral Procedure

18. Where there are any concerns arising from the approval process, the relevant matter should be referred to the Dean of Academic Quality prior to contracting. The Dean of Academic Quality may either:

    (a) allow the partnership to proceed to contract, subject to requirements; or

    (b) refer the proposal to the Academic Regulations and Awards Committee for consideration.

19. Where it is proposed that 50 or more students will be enrolled with a specific employer (across all years), the approval documentation should be sent to the Dean of Academic Quality for review prior to contracting.

20. Where the proposed activity will take place outside the United Kingdom, the approval documentation should be sent to the Dean of Academic Quality for review prior to contracting.

Agreement with Employer

21. Prior to student recruitment, the University must enter into a formal agreement with the employer. This should usually be on the agreed standard terms and conditions, and the contract must be signed by the Vice-Chancellor.

22. Any variations to the standard agreement must be referred to the Dean of Academic Quality and Group Legal Counsel for approval.

23. If the employer partner is outside the United Kingdom, the contract must be referred to Group Legal Counsel prior to signing.

24. All signed contracts must be lodged with the Academic Quality Team and Group Legal Counsel within seven (7) days of signing.

Student Recruitment

25. Where employers recruit students specifically to join the programme:

    (a) Recruitment to the programme will ordinarily be undertaken as part of the employment recruitment process by the employer; and

    (b) The employer must be made aware of any admission criteria imposed by the University and must refer any preferred candidates who do not meet those criteria, to the relevant School; and

    (c) For the avoidance of doubt, all students must, as well as becoming an employee of the employer partner, enrol as a student of the University in accordance with the GARs, Part F, prior to commencing the programme.

Monitoring, Evaluation and Review

26. Ensuring the standards of all learning opportunities on programmes remains the responsibility of the enrolling School, even where the learning is undertaken in the workplace.

27. Schools must therefore have adequate mechanisms through formal feedback from students, site visits and meetings with employer partners, to ensure the quality of all their partnerships and the learning opportunities provided.

28. Centralised review will be conducted on behalf of the Academic Council by the Academic Quality Team.

29. The review will include:

(a) receiving a completed Checklist for each partnership to demonstrate that the approval process has been undertaken;

(b) seeing a sample of the full Approval Record (minimum 10%) to ensure that decisions to contract are being made on sound information and on the basis of academic judgments alone, where this is required;

(c) undertaking visits to an appropriate sample of potential or existing partnerships;

(d) meeting with students, practitioners, mentors and employers, as well as receiving SSLC minutes, external examiner reports and progression and achievement data (including a breakdown by programme, employer and cohort) for the purpose of conducting Annual Review.

Section 3: Approval of Clinical Partners for Clinical Observation Opportunities

Definition

1. A Clinical Observation occurs where the University provides an opportunity for a student to enter clinical premises (whether in the UK or overseas) to observe clinical practice.

Principles

2. The University's approval process for Clinical Observation Opportunities:

   (g) seeks to be proportionate to the risks posed;

   (h) recognises that all clinical practice settings are different, but practice must be provided at a consistent level; and

   (i) complies with the principles for all collaborative activity as defined in the GARs, Part M, paragraph 11.

Approval Process

Authority

3. Specific clinical observation opportunities shall be approved by the Dean of the relevant School, and in accordance with the principles outlined here and on completion of the specified documentation. The Dean of Academic Quality shall be responsible for monitoring the process and reporting annually to the Academic Council.

4. Whether an opportunity falls within the definition of 'Clinical Observation Opportunity' in paragraph 1 and should be approved under these regulations will be determined by the Dean of Academic Quality, or nominee.

5. Where a partnership is a mixture of both Clinical Observation and other collaborative arrangements, the approval process outlined in the MoPPs, Part M, Section 1 will be followed, instead.

Approval of Clinical Observation Opportunities

6. The School shall obtain sufficient information to satisfy itself that:

   (a) the clinical practice in which the observation will take place is suitable, including being in good standing with any relevant regulator; and
   (b) the clinical practitioner that students will observe is suitable, including registration with any relevant professional body; and
   (c) the proposed employer partner has not unsuccessfully provided other similar opportunities to students; and
   (d) there are no other reasons which would make it inappropriate to offer a programme of study in partnership with the proposed employer partner.

7. The outcomes of the checks should be recorded by the School on the approved template.

Agreement with Clinical Observation Practice

8. Prior to students undertaking clinical observation, the University must enter into a formal agreement with the practice. A freelance lecturer contract for the provision of academic teaching with a practitioner who will be providing the clinical observation opportunity at the clinical practice will be deemed sufficient.

Monitoring, Evaluation and Review

9. Ensuring the standards of all learning opportunities on programmes remains the responsibility of the School.

10. Schools must therefore have adequate mechanisms through formal feedback from students, site visits and meetings with practitioners to ensure the quality of all their clinical observation opportunities.

11. Centralised review will be conducted on behalf of the Academic Council by the Academic Quality Team.

12. The review will include:

    (a) receiving a completed Checklist for each clinical observation opportunity to demonstrate that the approval process has been undertaken;

    (b) undertaking visits to an appropriate sample of potential or existing clinical observation practices;

    (c) meeting with students, practitioners, mentors and employers, as well as receiving SSLC minutes, external examiner reports, and progression and achievement data (including a breakdown by programme, employer and cohort) for the purpose of conducting Annual Review.

Part N: Rights and Duties

Section 1: Academic Freedom Complaints and Appeal Procedure

1. BPP University values independence of thought and the right of academic staff to academic freedom without intellectual or cultural constraints being placed upon them.

2. In the event that a member of academic staff considers that they are being unfairly obstructed in their expression of academic freedom by the application of intellectual or cultural constraints, this procedure should be followed.

3. The following general principles apply to the Academic Freedom complaints and appeal processes:

   (a) academic freedom complaints shall be private and confidential;
   (b) members of staff will not suffer disadvantage as a consequence of making a genuine complaint;
   (c) the University will seek to resolve academic freedom complaints in a timely manner;
   (d) those University officers tasked to investigate complaints shall do so impartially and objectively.

Informal Stage

4. In the first instance, the matter should be raised with the academic member of staff's line manager or programme leader. The academic member of staff should set out what the perceived constraints are and why they are unreasonable or unjustified in relation to the exercise of academic freedom. The line manager or programme leader will seek to resolve the matter informally. This may be by either removing the perceived constraints, particularly where these have been inadvertent, or explain the reasons why the perceived constraints are reasonable and justified.

5. Where an agreement is reached, the matter will be considered resolved at the informal stage.

Formal Stage

6. Where the matter cannot be resolved at the informal stage, the academic member of staff should submit a formal complaint to the Dean of Academic Quality, or nominee, setting out the perceived infringements on academic freedom.

7. From the date of lodging the complaint, a stay of execution shall be placed on any action or decision related to the complaint, both on the part of the University and of the member of staff.

8. Within 5 working days of receipt of the complaint, the Dean of Academic Quality, or nominee will establish an Academic Freedom Complaints Panel and send out the complaint referral to the Panel members.

9. The Panel shall comprise University officers independent of the case and include:

   The Dean of Academic Quality (Chair)
   The Dean of a School not inhabited by the Complainant
   A member of the Ethics Committee
   A professor of the University

10. Within a further five working days the Panel members, via correspondence, shall establish what further evidence may be necessary to hear the complaint and, through the Dean of Academic Quality, or nominee, acquire the evidence. The Panel shall have the right to undertake such investigation and to invite evidence from such persons as are necessary to establish what action is required in relation to the academic freedom complaint.

11. The Panel shall meet within a further five working days to consider the complaint.

12. The Complainant may attend the Panel in person if they choose to present their case. They may be accompanied by a friend or a member of the HR staff. The Complainant has the right to see all the evidence put before the Panel.

13. The Complainant shall withdraw after having made their representation whilst the Panel considers its decision.

14. The Panel may:

    i. dismiss the complaint; or
    ii. uphold the complaint in part and require such adjustments to the conditions of expression as it sees fit; or
    iii. uphold the complaint in full and require such changes to the conditions of expression as it sees fit.

15. The Dean of Academic Quality shall, within five working days of the meeting, inform the Complainant in writing (normally by email) of the Panel's decision.

16. Where the Complainant remains dissatisfied they may appeal to the Vice-Chancellor, or nominee. The permissible grounds for appeal shall be:

    (a) there is reasonable ground supported by authoritative and objective evidence to believe that there has been administrative or procedural error of such a nature as to have affected the outcome of the investigation or result; or
    (b) the decision in the case was manifestly unreasonable[47]; or
    (c) there is new evidence that for good reason, objectively and authoritatively documented, could not be submitted earlier.

17. The decision of the Vice-Chancellor, or nominee, shall be final.

[47] A decision is **"manifestly unreasonable"** if it can be demonstrated unequivocally that an Officer of the University or a properly constituted University Panel or Board has made an irrational, perverse or logically flawed decision.

Schedule G: Definitions

Academic Malpractice	Academic malpractice is defined as any act, or attempted act, leading to circumstances whereby a student, or another, might gain an unpermitted or unfair advantage in an examination or an assessment or in the determination of results, whether by advantaging the alleged offender or by advantaging or disadvantaging another or others, or which might otherwise undermine the integrity or reputation of the University and its examination and assessment process. Examples of academic malpractice include but are not limited to *plagiarism, collusion, fabrication, impersonation, misrepresentation, unauthorised possession or reference, bribery/intimidation, breach of the rubrics of assessment.*
Academic Misconduct	Academic misconduct is defined as any act, or attempted act, leading to circumstances whereby a student, or another, might gain an unpermitted or unfair advantage in an examination or an assessment or in the determination of results, whether by advantaging the alleged offender or by advantaging or disadvantaging another or others, or which might otherwise undermine the integrity or reputation of the University and its examination and assessment process **and** where there are no mitigating factors which would lead to the actions of the student to be deemed to be poor academic practice.
Academic Year	An academic year is a period of twelve months running from October to September.
Aegrotat Award	An aegrotat award may be recommended by a board of examiners where a student has been unable to provide sufficient evidence for the board to recommend an award but where the board is satisfied that except for illness, or other valid cause, the student would have reached the standard required for the award.
Anonymous Marking	The identity of students is not revealed to markers and/or to the assessment panel or examination board. There may be a point towards the end of the assessment process where anonymity ends.
AP(E)L	Accreditation of Prior (Experiential) Learning refers to the recognition of prior certified learning or non-accredited experience, usually designed to allow a candidate entry onto a programme without the traditional admissions qualifications or to permit exemptions from certain programme modules.
Appeal	An ***appeal*** is a written request by a student for the reconsideration of a determination made by an officer, board, committee or panel of the University in relation to their status, progression or achievement as a student.
Assessment	A broad term used to refer to all methods whereby a student's work may be assessed. Assessment can be *Diagnostic*, *Formative* or *Summative*.
Assessment Criteria	Based on the intended learning outcomes for the work being assessed, the knowledge, understanding and skills markers expect a student to display in the assessment task and which are taken into account in marking the work.
A-synchronous Online Seminar	An online class which students and tutors attend asynchronously, i.e. not at the same time. A particular a-synchronous online seminar is typically open for 5 days a week and students are expected to participate in the learning activity in their own time. This is the most

	flexible version of seminar attendance and is especially good for students who cannot attend the timetabled classes for any reason.
Authenticity	Authenticity applies to the certainty of the submitted work being that of the student. In such cases an assessment that has a high level of security enhances authenticity, or the assessment instrument matrix has been designed in such a way to ensure that the overall result is based on a diet of assessments which provides reassurance that the student achieved the outcomes.
Award	A qualification or certificated credit conferred upon a student who has achieved the intended learning outcomes and passed the assessments required to meet the academic standards set by an institution for the award. Awards may be divided into modules, units or elements at various levels and with different volumes of study, each of which has attached to it intended learning outcomes and academic standards to be achieved by students in order to receive the final award.
Balance of Probabilities	Means that something is more likely than not. It does not require certainty or being sure, just that one side is more likely to be right than the other.
Blind Marking	Blind marking occurs where an assessment is marked by two markers without their identities being known to each other. For example, the second marker would not know who first-marked the work. This is designed to increase the objectivity of marking judgements.
Breach of the Rubrics of the Assessment	Breach of the Rubrics of the Assessment: • commencing a time-constrained examination or assessment before being instructed by an invigilator to do so or continuing with an examination or assessment after being instructed by an invigilator to stop; • improper annotation of open book material.
Bribery/ Intimidation	Bribery/ Intimidation is the act of attempting to influence by bribery or other unfair means an official of the University with the aim of affecting a student's results.
Burden of Proof	The person who has the burden of proof must provide evidence of what is alleged. For example, with mitigating circumstances and appeals, the burden is on the student to provide evidence to support their case.
Calendar Year	A calendar year is a period of twelve months running from 1st of January to 31st of December.
Candidate	A student of the University who is being considered under regulations or procedures relating to assessment or the granting of an award.
Certificates and Diplomas	A certificate or diploma may be awarded at undergraduate or postgraduate level, either as a planned exit point from a Bachelor's or Master's degree programme, or as a stand-alone award such as the Graduate Diploma in Law or the Postgraduate Diploma in Legal Practice. Certificates are usually specified at a lower level and duration of study than diplomas.

Collusion	Collusion is the act of aiding, or being aided by, one or more others in the preparation of an assessment for submission where the assessment brief or invigilation instructions do not expressly permit collaboration. Collaboration within, for example, a moot or a group project that is explicitly permitted by the examination or assessment regulations does not constitute collusion. Unpermitted collusion includes: • A student working with another person on an assessment and submitting or otherwise presenting the resulting assessment as an individual student's own work. • Un-permitted collaboration in the preparation for submission of a seen assessment or communication with another student within an unseen examination.
Complaint	A ***complaint*** is the notification by a student to the University of their dissatisfaction with an aspect of service or treatment that they have received from the University. A complaint should usually include an indication as to what resolution is being sought.
Concession	A concession is the disregarding of an examination or assessment result or attempt, and means that a student's results are processed as if the assessment or examination had never been taken by the student. A concession is the acceptance on the part of an authorised body that mitigating circumstances, supported by objective and authoritative evidence, have affected a student's summative assessment and the voiding of that attempt at the assessment. The granting of a concession will not result in any increase in marks.
Condonation	Condonation refers to the award of condoned credit by a Board of Examiners for a module where the student has not reached the pass mark. Under BPP University's regulations for undergraduate awards, condoned credit may only be granted twice - once at stage one, and once at either stage two or stage three, and where the student has achieved a mark in the range 35%-39%, and has no other failed modules at the same stage eligible for condonation, and has otherwise met the intended learning outcomes. For postgraduate programmes, a student may be condoned by the Board of Examiners only once in one module, where the student has achieved a mark in the range 45%-49%, and has no other fail marks, and has otherwise met the intended learning outcomes. Condonation shall not be applied to programmes of fewer than 120 credits, to modules greater than 30 credits, to modules comprising a research project, and to modules excluded in individual programme regulations.
Contract Cheating	The act of engaging a third party like an 'essay mill', sharing websites (including essay banks), or an individual lecturer, colleague, friend or relative to complete or contribute to the student's research, assignments or examinations. Assessments must be the student's own work and such input from third parties is not permitted, unless expressly allowed under the rubrics of assessment. Contract cheating extends to a student of the University providing such services to others.
Core Module	A programme module that a student must both take and pass in order to progress.
Co-requisite Modules	Co-requisite modules are two, or more, modules which must be taken together.

Credit	A quantified means of expressing units of learning. Credit is awarded where there has been a verified achievement of stated learning outcomes at a specified level. Credit is quantified so that learning achieved in different programmes and modules can be broadly compared in terms of intellectual demand and relative volume. Modules carry a credit value and there are common credit values for different award programmes across higher education in England, Wales and Northern Ireland. As a rule of thumb, one credit is deemed to correspond to 10 notional learning hours - these may include direct contact time, self-study and assessment.
Deferral	A deferral is the approval for a student to defer sitting an examination or assessment until the next available opportunity. A deferral is different from an extension as the student will not undertake the same assessment or examination as students undertaking the assessment at the current sitting.
Degree Apprenticeship	A Degree Apprenticeship is where the apprentice will achieve a standalone degree and the Apprenticeship. Knowledge, Skills and Behaviours are taught by the training provider as part of the degree and the degree is awarded by the University. The Knowledge, Skills and Behaviours are assessed the by EPAO and the Apprenticeship is awarded by the EPAO. Examples of Degree Apprenticeships are: Level 6 Chartered Manager Degree, Level 6 Registered Nursing, Level 7 Solicitor
Diagnostic Assessment	Diagnostic assessment is used to show a learner's preparedness for a module or programme and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge, understanding and skills expected at the start of the programme, or other possible problems. Particular strengths may lead to a formal consideration of accreditation of prior learning.
Double/ Second Marking	Double/second marking (also referred to as 'internal verification') occurs where student work is independently assessed by more than one marker. Each marker normally keeps a record of all marks awarded, together with their rationale for awarding each mark. In some cases, second markers have the first marker's comments and/or marks/grades. Where this is not the case, the use of marking sheets or similar procedures for written work is sometimes used to ensure that the marks given by the first marker do not influence the second marker's judgement. Markers' notes enable discussions to take place, after initial marking, about the reasons for individual decisions if there is a significant difference between the markers' judgements.
End Date	An end date is the date set for the completion of the learning activities leading to the qualification (it is not the maximum period allowed for completion of assessments).
End Point Assessment Organisation (EPAO)	An End Point Assessment Organisation (EPAO) is an ESFA-approved, independent third-party that carries out End Point Assessments. These assessments determine whether the apprentice has the skills, knowledge and behaviours required by the Standard.
Enrolment	Enrolment takes place when the University records a student's formal communication of acceptance of an offer of admission on conditions attaching to the offer.
Examination	An examination is an assessment of any duration which is subject to continuous invigilation. In the case of a skill performance the

	examination script may include visual material such as a video recording as well as written materials such as a plan.
Excluded Combinations	Excluded combinations of modules are pools of two or more modules from which a student is permitted to choose only one.
Exclusion	Exclusion means that a student has been required to withdraw from the University either temporarily and for a specified period of time, or permanently.
Exit Award	An interim award which is available to a student who is unable to meet the credit requirements for a higher level award, but who has nevertheless completed a significant period of study and achieved the specified learning outcomes for that interim award.
Extension	An extension is the approval for a student to submit a coursework assessment later than the given deadline.
External Examiner	An External Examiner is an independent senior academic or professional, who is a specialist in a particular field with extensive expertise and experience, and who has been appointed to a particular University programme in order to scrutinise the academic standards of the award and the standards of student performance, the measurement of student achievement, and the rigour and fairness of the assessment process.
Fabrication	Fabrication is the presentation of data or such other results in reports intended to be based on empirical work which has either not been undertaken or fully completed and where the data or results have, in whole or part, been deliberately invented or falsified.
False Attribution	False Attribution is where a student copies or paraphrases work from one source, but knowingly cites or attributes a different source to the work.
Flexi-Mode	Flexi-mode provides students with the opportunity to switch between modes of study for different modules within a programme (but not within a module) and to increase or decrease the number of modules taken in any particular term. The modes of study may be face-to-face, online synchronous or online a-synchronous.
Formative Assessment	Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.
Grade Descriptors	Grade descriptors encapsulate a level of achievement in relation to bands of marks. For individual assignments they indicate how well the assessment criteria have been met; for award classifications they indicate the level of achievement across a programme of study as a whole.
Higher Apprenticeship	A Higher Apprenticeship can have a mandated professional qualification or HE award (at Level 4 or 5) linked to the knowledge element. Knowledge, Skills and Behaviours are taught by the training provider. Professional Qualifications are assessed by either an awarding body (e.g. ACCA); or the training provider (e.g. City & Guilds qualifications) which is subject to sign off by an External Quality Assurer. End Point Assessment is assessed by the Independent EPAO.

	Examples of Higher Apprenticeships are: Level 4 and7 Accounting, Level 4 Actuarial, Level 5 HR, Level 5 Nursing Associate, Level 6 Senior Insurance Professional, Level 7 Solicitor.
Impersonation	Impersonation is the act of one person assuming the identity of another with the intent to gain an unfair advantage for the person being impersonated, for example, by undertaking an examination on the other's behalf. Both parties, the impersonator and the person being impersonated, shall be considered culpable of academic misconduct.
Integrated Degree Apprenticeship	An Integrated Degree Apprenticeship is where the Apprenticeship has a degree embedded which cannot be achieved independently of the apprenticeship and the degree is awarded by the University. The Knowledge, Skills and Behaviours are taught and assessed on the degree programme by the Training Provider (University). The overall Apprenticeship is awarded by a separate part of the business within the University acting as the EPAO, rather than an independent EPAO. Examples of Integrated Degree Apprenticeships are: Level 6 Digital & Technology Solutions Professional Integrated Degree, Level 7 Digital & Technology Specialist.
Interruption of Studies	Interruption of studies is defined as a period of approved absence from the programme of study where a date for re-entering the programme at an appropriate point has been approved by the head of programmes. Reasons for granting an interruption of studies may include: • ill-health of a serious or extended nature; • financial hardship where the student is unable to meet their fee payments or otherwise needs to return to employment; • maternity and paternity leave or parental duties of a similarly demanding kind; • significant compassionate grounds; • changes of a significant nature to the employment commitment of part-time students.
Interrupt	To interrupt means to voluntarily and temporarily suspend registration by a student with the approval of the school board.
Learning Outcomes	The expected outcomes from a process of learning. Statements of learning outcomes indicate what learners should have gained as a result of their learning on a module or on a programme.
Level	A broad indicator to the relative demand, complexity, depth of study and autonomy or independence of learning. Within the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies there are descriptors for five higher education levels.
Linked Modules	Two or more modules formally connected with overall learning outcomes and co-ordinated assessment leading to a single result status for the connected modules.
Manifestly Unreasonable	A decision is "manifestly unreasonable" if it can be demonstrated unequivocally that an officer of the University or a properly constituted University Panel or Board has made an irrational, perverse or logically flawed decision.
Matriculation	The process of matriculation involves a student providing evidence as required both of the qualifications claimed in the student's application

	for admission and also of other requirements imposed as a condition of admission being met.
Marking Scheme	A detailed framework for assigning marks, where a specific number of marks is given to individual components of the answer.
Misrepresentation	Misrepresentation can include: • presenting a claim for mitigating circumstances, or supporting evidence, which is misleading, untrue or false; • exceeding the word limit specified for an assessment and declaring a lower word count than the assessment contains.
Mitigating Circumstances	Mitigating circumstances are defined as unforeseeable and unavoidable circumstances that may have a detrimental effect on academic ability and academic performance.
Mode of Study	Mode of study describes the way a module or programme is studied. Approved modes are full-time, part-time day, part-time evening and part-time weekend. A programme comprises the study of an approved sequence of modules each by a specified mode leading to stated learning outcomes and awards, of the University or a validating body for which a student is registered.
Model Answer	Model answer is the assessor's explicit view of what an answer to an assessment task should contain. Model answers are more commonly used where the right answer can be defined precisely.
Moderation	Moderation is a process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently. Forms of moderation include: • sampling, either by an internal or external examiner; • additional marking, for example of borderlines, firsts and fails, or where there is significant difference between the marks of different markers that cannot be resolved without the opinion of another marker; • review of marks: where there is a significant difference between several assessment marks, within or between parts of a programme, which indicate the marks may need to be reconsidered.
Module	A module is a coherent and self-contained unit of learning and teaching with specified aims and defined learning outcomes. Modules may have different credit weightings in accordance with their content and duration. A module may be taught and assessed within one or more than one semester provided that the module is set in a single stage and at a single level and, where this is applicable, single sub-level. Marks for completed items of module assessment must be aggregated and a result status determined for the module.
Pathway Programme	A programme whose successful completion enables students to gain access onto degree programmes.

Plagiarism	Plagiarism is derived from the Latin term "plagiarius" meaning kidnapper, and is defined in the OED as "the wrongful appropriation or purloining, and publication as one's own, of the ideas, or expression of the ideas (literary, artistic, musical, mechanical, etc.) of another." and includes: • copying the work of another without proper acknowledgement; • copying from text books without proper acknowledgement; • downloading and incorporating material from the internet within one's work without proper acknowledgement; • paraphrasing or imitating the work of another without proper acknowledgement. Proper acknowledgement requires the identification of material being used, and explicit attribution to the author and the source using referencing acceptable to the subject discipline.
Poor Academic Practice	Poor Academic Practice is defined as the inadvertent breach of academic practice or conventions which is below the level of infringement, where no distinguishable advantage may be or has been accrued to the student, and where there is no discernible intention to deceive.
Pre-requisite Modules	A pre-requisite module is a specified module that must be taken before a student may take a second specified module which deals with related material but usually at a higher level.
Post-requisite Modules	A post-requisite module is a specified module that must be taken after a student may take a first specified module.
Proctor	The Proctor is the officer responsible for discipline within the University. The Proctor shall be supported by Pro-Proctors who shall hear disciplinary cases. Pro-Proctors will not normally hear cases from within their own School. The role of the Proctor shall be assumed by the Deputy Vice-Chancellor.
Programme	Programme, or programme of studies, is used to describe an approved curriculum, studied through formally designated modules, leading to stated learning outcomes and awards, whether of the University or of another awarding body for which a student is registered.
Programme Specifications	Programme specifications set out detailed information about a programme at the core of which is a concise description of the intended outcomes of learning from a higher education programme and the means by which these outcomes are to be achieved and demonstrated.
Prohibited combination	Prohibited combination is used to describe two modules which may not both be included in the same approved programme.
Provisional Results	A mark or result in an assessment that has been internally moderated.
Raw Marks	Raw marks are those marks awarded by an examiner to a student assessment prior to that assessment being internally moderated.
Registration	The process of registering an applicant who has been enrolled and matriculated as a student of the University, in a named School and on a named programme and, if appropriate, pathway of study, and specified modules.
Repeat	To study for another time a whole stage, module or component part of a module.

Resubmit	Resubmission applies to programmes where the examiners may require a dissertation or project to be corrected or improved and to be re-examined.
Re-sit and Retake	To take for a second or third time one or more items of coursework assessment or an examination, for a mark capped at the pass mark, without having to repeat the associated study.
Sampling	Sampling is most commonly used in the process of *moderation* (see above). It normally involves internal or external examiners scrutinising a sample of work from a student cohort. Sampling may be based on the desirability of checking borderline marks of any kind, or to test that assessment criteria have been applied consistently across the assessment of students in the cohort.
School Board	For the purpose of these Regulations the use of the term is deemed to also mean a student progress sub-board of the school board where one has been established.
Second Marking	Second marking, as opposed to moderation (see above) is where the submitted work for an assessment, module or award for all the students who took that assessment at that time is marked by a different marker to first marker. Given that second marking reviews the whole population rather than a sample of it, where appropriate second marking may result in individual marks being changed.
Seen Examination	A 'seen' examination is one where the examination questions are released to the students in advance of the examination date. Students then have the opportunity to prepare their answers before writing them under formal invigilated examination conditions.
Senior Academic	A member of University staff who holds any of the following titles: (i) Head of [ ] (ii) Deputy Head of [ ] (iii) Senior Lecturer, (iiii) Principal Lecturer (iv) Associate Professor, (v) Professor (vi) Director of [], (vii) Associate Dean, (viii) Deputy Dean, (ix) Dean, (x) Pro Vice-Chancellor, (xi) Deputy Vice-Chancellor, (xii) Vice Chancellor.
Short Course	A programme of studies that does not of itself lead to an award of the University and does not attract a value of more than 30 credit points.
Stage	A stage is a sub-division of a programme where a programme has a credit value of more than 120 credit points. The completion of a stage is an identified step in student progress towards the completion of a programme.
Standard of Proof	Where a party has a burden of proof, the level to which they must prove it is known as the standard. An example of a standard is the balance of probabilities.
Stream	A pathway through a degree which indicates a specialisation and attracts a suffix in the degree title.
Student	A student is a person registered on an approved programme of study.
Study Pathway	A study pathway is an approved suite of modules with disciplinary, inter-disciplinary or multi-disciplinary coherence forming one part of a programme leading to a designated award.
Summative Assessment	Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

Synchronous Online Seminar	An online classroom where students and tutor attend at the same time in weekly timetabled slots; physically they may be located anywhere. These are known as synchronous or real-time online classes. Depending on the software used, participants can speak with each other, see and hear each other and/ or the tutor, use instant messaging, share documents and visuals, work in groups, as well as archive the class.
Synoptic Assessment	An assessment that encourages students to combine elements of their learning from different parts of a programme and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment normally enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject. It can help to test a student's capability of applying the knowledge and understanding gained in one part of a programme to increase their understanding in other parts of the programme, or across the programme as a whole.
Taught Degree	A taught degree includes any degree that is not awarded solely or largely on the basis of independent or supervised research. Taught degrees include all Bachelor's degrees and those master's degrees where the first two semesters at least comprise a programme of study and where any dissertation component does not count for more than 33% of the marks counting towards the award.
Term	A term consists of 15 weeks (including reading, teaching and assessment weeks).
Transnational Education (TNE)	Transnational Education (TNE) is education delivered in a country other than the country in which the awarding institution is based.
Trimester (term)	A trimester is a subdivision of the academic year. Each trimester comprises 15 study weeks and, subject to the programme regulations, may attract 60 credits. There are up to three trimesters in a calendar year.
Unauthorised Possession or Reference	Unauthorised Possession or Reference includes: • being in possession of any prohibited material or item within an examination or assessment room unless expressly permitted by the examination and assessment regulations; • using unauthorised material or item in an examination or unseen assessment; • consulting or trying to consult any books, notes or similar material or item while temporarily outside the examination room during the period of the examination; • gaining access to a copy of an examination paper or assessment material(s) in advance of its authorised release
The University	Unless expressly provided to the contrary, the University means BPP University Limited.
University Centre	University Centre describes the distributed locations at which teaching programmes are delivered. The University Centres are in Abingdon, Birmingham, Bristol, Cambridge, Leeds, London City, London Holborn, London King's Cross, London Shepherd's Bush, London Wall, London Waterloo and Manchester.
Unseen Examination	An 'unseen' examination is one where the students have had no sight of the examination paper content prior to the start of the examination itself.

Validity	Validity in assessment refers to the extent to which an assessment instrument, an examination, essay or oral presentation for example, accurately measures the achievement by students of the intended outcomes of a programme of study or other learning experience.
Viva Voce (Examination)	*Viva voce* - from Medieval Latin, literally meaning 'with/by the living voice', is a form of oral examination or academic discussion with senior academic colleagues. A *viva voce* examination is often used in the context of research dissertations where it constitutes the verbal defence of the written thesis. A *viva voce* examination may be used a supplementary form of assessment to determine a student's overall achievement.

Schedule H Common Internal and External Acronyms

BPP University Committees, Boards, Panels & Departments

AC	-	Academic Council
ARA	-	Academic Regulations and Awards Committee
BoD	-	Board of Directors
BS	-	Business School
CAP	-	College Approval Panel *(replaces CVP from 2012/13)*
CVP	-	College Validation Panel
ESC	-	Education and Standards Committee
FLDC	-	Faculty Learning and Development Committee
IDD	-	Instructional Design & Development
KS	-	Knowledge Services
LIS	-	Library and Information Services
LS	-	Law School
LSS	-	Learning Support Services
LTC	-	Learning and Teaching Committee
LTAEC	-	Learning, Teaching, Assessment and Enhancement Committee *(replaces LTC from 2012/13)*
MAP	-	Module Approval Panel *(replaces MVP from 2012/13)*
MVP	-	Module Validation Panel
NACAP	-	Non-Award Course Approval Panel
ORC	-	Office of Regulation and Compliance
PASP	-	Programme Approval Scrutiny Panel
PDT	-	Programme Development Team
PIGG	-	Published Information Governance Group
RAP	-	Reasonable Adjustments Panel
SARA	-	Student Assessment, Retention and Achievement Committee
SoBaT	-	School of Business and Technology *(replaces BS from September 2018)*
SoH	-	School of Health
SoN	-	School of Nursing
SSLC	-	Staff Student Liaison Committee
SRB	-	School Review Board
UAP	-	Approval Panel *(replaces CAP from 2013/14)*

Educational Delivery Methods and Processes

APCL	-	Accreditation of Prior Certificated Learning
APEL	-	Accreditation of Prior Experiential Learning
BL	-	Blended Learning
CPD	-	Continuing Professional Development
EPAO	-	End Point Assessment Organisation
OLL	-	Online Learning
VLE	-	Virtual Learning Environment

Regulatory & Reporting Instruments

APMR	-	Annual Programme Monitoring Report
AQI	-	Annual Quality Indicators
GARs	-	General Academic Regulations
MoPPs	-	Manual of Policy & Procedures
MPF	-	Module Proposal Form
NACPF	-	Non-Award Course Proposal Form

PPF	-	Programme Proposal Form

BPP University Programmes

AdvDip	-	Advanced Diploma
BSc	-	Bachelor of Science
BPTC	-	Bar Professional Training Course (for Barristers)
BVC	-	Bar Vocational Course (for Barristers)
GDL	-	Graduate Diploma in Law
QLD	-	Qualifying Law Degree
LLB	-	Bachelor of Laws
LLM	-	Master of Laws
LPC	-	Legal Practice Course (for Solicitors)
MA	-	Master of Arts
MChiro	-	Master of Chiropractic
MSc	-	Master of Science
PGCPE	-	Postgraduate Certificate in Professional Education
PLP	-	Professional Legal Practice

BPP Functionary Titles

DAQ	-	Dean of Academic Quality
DDES	-	Deputy Dean of Education Services
DoF	-	Director of Function
DoP	-	Director of Programmes
DoS	-	Dean of School
DVC	-	Deputy Vice-Chancellor
EE	-	External Examiner
HoP	-	Head of Programmes
ML	-	Module Leader
PL	-	Programme Leader or Principal Lecturer
PSA	-	President of the Students' Association
PVC	-	Pro Vice-Chancellor
SME	-	Subject Matter Expert
VC	-	Vice-Chancellor

External Professional and Statutory Bodies, and Learned Associations

ACCA	-	Association of Chartered Certified Accountants
ACDAP	-	Advisory Committee on Degree Awarding Powers
ALT	-	Association of Law Teachers
AMBA	-	Association of MBAs
BEIS	-	Department for Business Energy and Industrial Strategy
BSB	-	Bar Standards Board
CIMA	-	Chartered Institute of Management Accountants
CIPD	-	Chartered Institute of Professional Development
CIM	-	Chartered Institute of Marketing
DfE	-	Department for Education
FHEQ	-	Framework for Higher Education Qualifications
HEA	-	Higher Education Academy
HEFCE	-	Higher Education Funding Council for England
HEPI	-	Higher Education Policy Institute
HESA	-	Higher Education Statistics Agency
ICAS	-	Institute of Chartered Accountants of Scotland

ICAEW	-	Institute of Chartered Accountants of England & Wales
JASB	-	Joint Academic Stage Board
NMC	-	Nursing and Midwifery Council
OIA (HE)	-	Office of the Independent Adjudicator (for Higher Education)
PSRBs	-	Professional, Statutory & Regulatory Bodies
SLS	-	Society of Legal Scholars
SLSA	-	Socio-Legal Studies Association
SRA	-	Solicitors Regulation Authority
QAA	-	Quality Assurance Agency
UKVI	-	UK Visas and Immigration

External Mechanisms

ECTS	-	European Credit Transfer and Accumulation System
DLHE	-	Destination of Leavers from Higher Education Survey
DSA	-	Disabled Students Allowance
KIS	-	Key Information Set
NSS	-	National Students Survey
WIS	-	Wider Information Set

Modification History

Date	Section	Source	Details
13/07/2006	Previous Document	Academic Council	Initial Approval of the Criteria for the Appointment of External Examiners to BPP Awards
17/10/2006	Previous Document	Academic Council	Initial Approval of the Programme Approval and Programme Re-Approval Procedures
17/10/2006	Previous Document	Academic Council	Initial Approval of the Module Approval Procedures
17/10/2006	Previous Document	Academic Council	Initial Approval of the Procedures for Modifications to Approved Programmes or Modules
13/11/2006	Previous Document	Academic Council	Approval Deferral of Examination Procedure
26/02/2007	Previous Document	Academic Council	Initial Approval for the Rules and Procedure for Suspension of Registration and the Granting of Intermission
15/05/2007	Previous Document	Academic Council	Initial Approval of the Rules for the Conduct of Examinations: Information For Candidates
12/07/2007	Previous Document	Academic Council	Initial Approval of Unfair Practice Regulations
23/07/2007	Previous Document	Academic Council	Initial Approval of the Procedures for the Nomination, Appointment and Induction of External Examiners and for Responding to External Examiners' Reports
22/02/2008	Previous Document	Academic Council	Initial Approval of the Protocol for the Production, Content and Scrutiny of Annual Programme Monitoring Reports
22/02/2008	Previous Document	Academic Council	Revision to the Rules for the Conduct of Examinations: Information For Candidates
22/02/2008	Previous Document	Academic Council	Approval of a revised version of the Rules on Concessions
22/02/2008	Previous Document	Academic Council	Minor revision of the Criteria for the Appointment of External Examiners to BPP Awards
22/02/2008	Previous Document	Academic Council	Initial Approval of the Rules for the Invigilation of Examinations
22/02/2008	Previous Document	Academic Council	Initial Approval of the Rules for the Preparation and Administration of Examinations
22/02/2008	Previous Document	Academic Council	Initial Approval of the Extension of Deadline Date for Assessments Procedure
20/03/2008	Previous Document	Academic Council	Initial Approval of the Criteria for Admission
20/04/2008	Previous Document	Academic Council	Initial Approval of the Rules Governing the Title of Awards
20/04/2008	Previous Document	Academic Council	Initial Approval of the Protocol for the Approval of the Prospectus
07/05/2008	Previous Document	Academic Council	Initial Approval of the Procedure for Lodging a Complaint in Relation to the Admissions Process
07/05/2008	Previous Document	Academic Council	Initial Approval of the Procedure for Applicants Appealing an Admissions Decision
18/12/2008	Previous Document	Academic Council	Initial Approval of the Procedures for Accreditation of Prior Learning (Experiential and Certificated)
12/02/2009	All	Academic Council	Initial Approval as Version 1.0 of the Manual of Policies and Procedures; containing consolidated approved rules and procedures, including all appeals regulations removed in the modification of the General Academic Regulations approved on this date plus amended versions published as: Part D/1-8 – Programme Approval Procedures Part G/1 – At Risk Register Procedures Part H/8 – Unfair Practice Procedures Part M/1 – Appointment of Visiting Professors and Honorary Fellows

29/07/2010		Academic Council	Version 1.3 approval with major and minor amendments including: (a) Inclusion of a new procedure relating to the approval of new College centres in Part C, Section 1; (b) Inclusion of a reminder to students about the requirement of English language proficiency in Part F, Section 1, 14. (c) Inclusion of revised procedures on the Accreditation of Prior Learning in Part F, Section 6; (d) Amendments to the Academic Progress Procedure in Part G, Section 1; (e) Amendments to the Rules on Concessions; (f) Inclusion of BPP University College Assessment Strategy and Framework in Part H, Section 10; (g) Inclusion of a Policy on the Assessment of Students with Additional Needs in Part H, Section 11; (h) Inclusion of the Assessment Rules for Undergraduate Awards in Part H, Section 2; (i) Amendments to the layout and style of the Policies and Procedures on Verification, Appeals and Review, Part K, Sections 1 – 4. (j) Inclusion of a section on Common Internal and External Acronyms; (k) Amendments to the wording of the 'Authority' paragraphs of all Sections, establishing the alignment of the individual Policies and Procedures with relevant sections of the General Academic Regulations governing their principles; (l) Change of title of the Director of Quality and Academic Policy to Dean of Academic Affairs; (m) Minor changes to wording, style and grammar.
04/08/2011	Academic Council		Version 1.4 approval with major and minor amendments including: (a) Amendments to the Approval of New College Centre for the Delivery of Degrees and Programmes of Study procedure, Part C, Section 1; (b) Amendments to the *Programme Approval Procedures* (1) to specify the composition of School Review Boards, Part D, Section 2, Paragraph 12; and (2) to enhance the protocol for School Review Board recommendations to allow referral back for further work before re-submission, Paragraph 19b; (c) Amendments to *Admission and Registration* 1) to introduce a variation to the English language admission requirement for undergraduate Business degrees to IELTS 6.0, with a minimum of 6.0 in writing and an accompanying compulsory English language module, Part F, Section 1, Paragraph 13; 2) to clarify the parameters of 'acceptable professional qualifications', Paragraph 22; (d) Amendments of the *Assessment Rules: Postgraduate Awards* 1) to adjust the Distinction threshold for Master's

			programmes to 70%, and 2) to introduce a Merit category; both changes coming into effect from September 2011 for new entrants, Part H, Section 1, Paragraphs 3 – 6, 24 – 26; (e) Inclusion of the conditions for the Award with Merit, Part H, Section 1, Paragraph 24; (f) Inclusion of an Entry Certificate category into the *Level and Credit requirements for Undergraduate Awards*, Part H, Section 2, Paragraph 5; (g) Amendments to the *Deferral of Examination Procedure:* 1) to allow deferral applications to be made "either in advance of, or within ten working days from the date of the examination", Part H, Section 3, Paragraph 4; 2) to clarify the requirements for 'evidence', Paragraph 4d; 3) to introduce a protocol for programme leaders to record granted deferrals and make these available to the Examinations Team and the Concessions Officer, Paragraph 8; (h) Amendment to *the extension of deadline date for assessments* to 12 noon on the day before the deadline, Part H, Section 4, Paragraph, 5a; (i) Amendments to the *Rules on Concessions*: 1) to rename the procedure to *Rules on Mitigating Circumstances and Concessions;* 2) to define "mitigating circumstances", Part H, Section 5, Paragraph 2; 3) to introduce threshold conditions for concessions applications, Paragraphs 14 – 19; 4) to clarify the prerogatives of the Concessions Officer, Paragraphs 13 – 20; 5) renaming of the *Concessions Panel* to *Mitigating Circumstances Panel;* (j) Amendments to the *Unfair Practice Procedures*, Part H, Section 9, namely: 1) renaming of "unfair practice" to "academic misconduct"; 2) defining the distinction between *academic misconduct* and *poor academic practice*, Paragraphs 5-7*;* (3) re-classifying the forms of academic misconduct to include "misrepresentation", "unauthorised possession/ reference", "bribery/intimidation", "breach of the rubrics of assessment", Paragraph 4; (4) revising the criteria for determining whether a breach of academic misconduct is an infringement or a violation to include *negligence,* Paragraph, 14d; (5) amending the aggravating factors to include "membership of a statutory or professional body, or being on a programme accredited by or leading to the award of a statutory or professional body", Paragraph 15i; (6) specifying the permissible groups of 'observers', Paragraph 28; (7) grouping all available penalties together, Paragraph 33; (8) altering the burden of proof where any breaches need to be reported to a statutory or professional body to "beyond reasonable doubt", Paragraph 35;

			(k) Renaming of the "Special Needs Officer" to "Learning Support Officer", Part H, Sections 6 and 7; (l) Amendment to Part J: External Examining to clarify the role of the Director of Quality and Academic Policy; (m) Amendment to Part K, Section 3 *Student Appeals Procedure* to rationalise the grounds for appeal to three, Paragraph 6; (n) Clarification of the arrangements for the monitoring, evaluation and review of the following procedures: 1) Admissions Appeals, Part F, Section 3, Paragraph 26; 2) Student Progress, Part G, Section 1, Paragraph 16; 3) Mitigating Circumstances and Concessions, Part H, Section 5, Paragraphs 33 – 34; 4) Academic Misconduct Procedures, Part H, Section 9, Paragraphs 42 -43; (o) Inclusion of definitions for (i) "mitigating circumstances" ; (ii) "manifestly unreasonable"; (iii) Poor Academic Practice; (p) Revision of the **Glossary of Terms** to include definitions for "academic misconduct", "breach of the rubrics of the assessment", "manifestly unreasonable", "misrepresentation", "mitigating circumstances", "poor academic practice", unauthorised possession/ reference"; modification to the definition for "concession"; (q) Change of title of the Academic Registrar to Dean of Academic Affairs; (r) Minor changes to wording, style and grammar.
05/07/2012	All	Academic Council	Version 1.5 approval with major and minor amendments including: (a) Amendments to the Section on the Appointment of Visiting Professors and Honorary Fellows and this Section's transfer from Part M to Part B: Awards as Section 2; (b) Amendments to Part D: Programme Approval, specifically to i) clarify the references to the QAA Quality Code and the Framework for Higher Education Qualifications; ii) clarify the approval of the proposed programme's business plan by the Board of Directors; iii) introduce the Programme Approval Scrutiny Panel; iv) amend the Programme Approval/ Re-Approval Diagram; v) clarify how programme approval and monitoring evaluate the provision for students with disabilities and/or learning difficulties; (c) Minor amendments to Part E: Programme Monitoring; (d) Amendments to Part F Admission and Registration to clarify the additional requirements for Tier 4 international students; (e) Withdrawal from Part F of Section 4, Protocol for the Approval of the Prospectus; (f) Inclusion in Part G: Academic Progress of Section 1: Personal Tutor Policy; (g) Withdrawal from Part G: Academic Progress of the At Risk Register;

			(h) Amendments to Part H: Examinations and Assessments, Sections 4, 6, 7 and 8 for greater clarity on the arrangements for students with disabilities/ and or special needs; (i) Clarification in Part H: Examinations and Assessments, Section 9: Academic Misconduct Procedures of the prospective validity of additional PSRB regulations in the determination of academic misconduct cases; (j) Revision of Part H: Examinations and Assessments, Section 11: Policy on the Assessment of Students with Disability and/ or Additional Needs; (k) Amendments to Part J, External Examiners, namely: i) to add further granularity to the individual criteria for appointment, as well as ii) to the specific barriers to appointment; iii) to clarify the arrangements for sharing external examiner reports with students; iv) to further specify the procedure for the early termination of appointments; (l) Inclusion of Part L: Equality and Diversity; (m) Inclusion of Part L, Section 1: Disability Disclosure Policy; (n) Inclusion of Part L, Section 2: Learning Support Policy; (o) Revision of Schedule G: Definitions to include definitions of "streams" and "pathways"; (p) Minor changes to wording, style and grammar.
04/07/2013	All	Academic Council	Version 1.6 approval with major and minor amendments including: <u>Whole document:</u> (a) Following the grant of University title, i) re-titling of BPP University College to BPP University; ii) of the Principal to Vice-Chancellor; iii) of the Deputy Principal to Deputy Vice-Chancellor; iv) of College Approval Panel to University Approval Panel; (b) Updating the currency of references to key external benchmarks, e.g. the UK Quality Code for Higher Education; (c) Introduction of the Office of the Independent Adjudicator and the renaming of the "Office of the Independent Reviewer" to "the University Ombudsman"; (d) Minor amendments to Parts D, F and J; <u>Part F: (i) Withdrawal of Section 2: Lodging a Complaint in Relation to the Admissions Process, and (ii) renumbering the remaining sections accordingly;</u> <u>Part G: Academic Progress</u> (e) Re-naming of Part G to "Academic Progress and Discipline"; (f) Introduction of a new Policy as Section 1: Academic Progress Monitoring; (g) Introduction of a new Policy as Section 4: Policy on the Termination of Registration; (h) Inclusion of the Student Complaints Policy and Procedure as Section 5; (i) Inclusion of the Student Discipline Code as Section 6; (j) Revisions to the Personal Tutor Policy, Section 2; Part H: Examinations and Assessments

			(k) Significant amendments to the rules governing assessment for undergraduate and postgraduate awards (Sections 1 & 2), including: i) provision for condonement in undergraduate degrees once at level 4 and once at level 5 or 6; ii) provision for one condonement in graduate degrees; iii) provision to meet the upper classification for UG programmes, where this is missed by within 2% of the borderline by achieving half of all modules in the upper class at level 6; iv) provision for additional assessment attempts to meet PSRB requirements where these are permitted; v) weighting of undergraduate degree classification 0/4/6; (l) Significant amendment to the Policy on Deferral of Examinations (Section 3) to allow deferral applications to be made five working days in advance of the examination (**not** 10 days after). Further clarity, detail and definitions; (m) Amendments to the Extension of Deadline Date for Assessment Procedure, Section 4, to i) specify an extension of up to three days, unless provided differently by a learning agreement; ii) further clarification to the deadline of 12 noon of the last working day prior to the deadline; (n) Amendments to the Rules on Mitigating Circumstances and Concessions, Section 5, to allow for the Dean of Academic Affairs to grant an application, where a *prima facie* case, supported by objective evidence, has been established; (o) Revisions to the BPP University Assessment Strategy and Framework to clarify the expectations for module, stage and programme learning outcomes; (p) Inclusion of the Policy on Overseas Examinations, as Section 12; Part K: Verification, Appeals and Review (q) Amendments to the Student Appeals Procedure to withdraw the Academic Appeals Board discretion to invite the student to a meeting of the Board; (r) Amendments to the Independent Review Procedure to (i) rename the "Office of the Independent Reviewer" to the "University Ombudsman"; (ii) to introduce reference to the Office of the Independent Adjudicator; and (iii) to withdraw the University Ombudsman's discretion to invite the student to a hearing; Part L: Equality and Diversity (s) Amendments to the Learning Support Policy, Section 2, to include sections on learning support agreement and adjustments for examinations; New Parts (t) Introduction of Part M: Collaborative Provision; (u) Introduction of Part N: Policy on the Approval of Public Information; (v) Revision to Schedule G: Definitions to include definitions of "condonation" and "Single Equality Scheme"; (w) Minor changes to wording, style and grammar.

17/07/2014	All	Academic Council	Version 7 approval with major and minor amendments including: <u>Whole Document:</u> (a) Re-naming of the Academic Misconduct Panel and Procedures to "academic malpractice"; (b) Re-naming of the "University's Ombudsman" to the "University Ombudsman"; (c) Re-titling the UK Border Agency to UK Visas and Immigration; (d) Amendments to ensure compliance with the recommendations from the Office of Fair Trading, specifically Part H/ Sections 1 and 2, and Section 2/ 39; (e) Amendments in response to recommendations from the Office of the Independent Adjudicator. <u>Chapter 1:</u> (i) Amendment to Part B, Awards/ Section 1: Rules to allow the titles of undergraduate certificates and diplomas to carry a subject area suffix of (Legal Studies); (Business Studies) or (Health Studies); (j) Amendment Part D, Sections 2 and 4 to require alignment to key University policies, e.g. Equality and Diversity, Career Ready; (k) Amendment to Part D to remove Section 5, Student Complaints Policy and Procedure; (l) Substantive Revisions to Part D, Section 6, Student Discipline Code, specifically to: 1) Introduce further clarification and examples of the types of behaviour that may lead to disciplinary action on the part of the University; 2) Change the disciplinary procedure by (i) giving authority to programme leaders to investigate the initial allegation and make a recommendation; (ii) introducing the role of the Proctor as the officer responsible for discipline within the University. The Proctor shall be supported by Pro-Proctors who shall hear disciplinary cases. Pro-Proctors will not normally hear cases from within their own School. The role of the Proctor shall be assumed by the Dean of Academic Affairs; (iii) amending the protocol for hearings; 3) Introduce a greater range of disciplinary penalties; 4) Clarify the Appeals process; (m) Amendment to Part H, Sections 1 and 2, Assessment Rules to clarify the ineligibility for condonation of modules defined in the Programme Regulations as core; (n) Inclusion in Part H of a new Section 3, Assessment Rules: Graduate Certificate and Diploma Awards; (o) Significant Revisions to Part H, now Section 10, Academic Misconduct Procedures in response to recommendations from the University

			Ombudsman to 1) Re-name them to Academic Malpractice Procedures; 2) Adopt an over-arching term of Academic Malpractice, which covers poor academic practice and academic misconduct. The division of academic misconduct into infringements and violations has been deleted. Those behaviours relating to infringements are now captured within poor academic practice and fall under the Schools while those behaviours relating to violations now fall under academic misconduct. 3) The mitigating of advantage in poor academic practice and the penalties in academic misconduct have been clarified and amended; (p) Revisions to Part H, now Section 12, Policy on the Assessment of Students with Disability and/or Additional Needs; (q) Amendments to Part K, in response to advice from the OIA and the University Ombudsman, as follows: 1) Re-naming of the Part to "Complaints, Appeals and Independent Review" and making appropriate revisions to Section 1, Policy on Academic Review; 2) Withdrawal of Section 2, Administrative Verification; 3) Introduction of "Student Complaints Policy and Procedure" as a new Section 2; 4) Providing a definition of "complaints" and "appeals"; 5) Clarification of the University's approach to anonymous submissions; 6) Introduction of a new Section 5, Frivolous or Vexatious Complaints Policy; (r) Minor revisions to Part L, Equality and Diversity; (s) Amendment to Part M, Collaborative Provision to offer further clarification to 1) the permissible timeframe for advertising collaborative arrangements and 2) the expectations for monitoring and review; <u>Schedules</u> (t) Revision of Schedule G: Definitions to include definitions of: • Appeal • Complaint • Academic malpractice • Poor academic practice • Proctor; (u) Minor changes to wording, style and grammar.
16/07/2015	All	Academic Council	Version 8 approval with major and minor amendments including: (a) Amendment to Part C: Programmes of Study to introduce Section 2 on the Use of 'Advanced' in an Award Title; (b) Amendments to Part D: Programme Approval to: 1) articulate the requirement for alignment with the University's Strategic and Academic Development Plans, and associated strategic guidance; 2) specify the point at which new provision could be advertised; 3) make

			more explicit the documentation requirements for validation and re-validation applications, and the timescales for submission; and 4) the establishment of an approach to approving programme variants and renaming of Section 5 to 'Variants of and Modifications to Programmes and Modules'; (c) Amendment to Part G: Academic Progress and Discipline, Section 3 to introduce further clarity on the submission and timescales for appeals to suspension of registration and granting of intermission decisions; (d) Amendment to Part G: Academic Progress and Discipline, Section 5 to make explicit the offence of 'vocal or active incitement of violence in order to promote political, religious, philosophical or other beliefs, including views which undermine the rule of law, individual liberty and democracy'; (e) Amendment Part H, Section 2 to withdraw the provision for Boards of Examiners to take into account students' Stage 1 performance in the determination of final classification; (f) Amendment to Part M: Collaborative Provision to introduce explicit provision for the withdrawal, suspension and termination of collaborative provision; (g) Minor changes to wording, style and grammar.
13/07/16	All	Academic Council	Version 9 approval with major and minor amendments including: <u>Whole Document:</u> (a) Withdrawal of the University Ombudsman provision and accompanying amendments to Part K, including change of the Part K title to *Complaints and Appeals*; (b) Change of title for the Chief Executive of Students to President of the Students' Association; Chapters (c) Amendment to Part B: Awards to explicitly articulate the appointment process for honorary fellows *(effected December 2015 and MoPPs republished)*. (d) Amendment to Part E: Annual Programme Monitoring to clarify the stages for the production and scrutiny of APM reports; (e) Amendments to Part K: Complaints, Appeals and Review to reflect the withdrawal of the University Ombudsman provision, including the introduction of an alternative appeals procedure under Part K, Section 4 *Frivolous or Vexatious Complaints Policy*; (f) Amendment to Part K, Section 3: Student Appeals Procedure to explicitly exclude CAS extensions from the *Stay on Action* provision; (g) Amendments to Part M: Collaborative Provision to introduce procedures for the approval of work-based learning partners

			under a new Section 2. Concomitant differentiation of Section 1, now entitled *Approved Partners and Endorsed Providers* (h) Glossary: (i) University Centre definition amended to reflect current approved centres for programme deployment; (ii) definitions introduced for *provisional results* and *raw results*; (i) Updates to Schedule H: Common Internal and External Acronyms; (j) Minor changes to wording, style and grammar.
13/07/17	All	Academic Council	Version 10 approval with major and minor amendments including: <u>Whole Document:</u> (a) Change of title for the Director of Quality and Academic Policy to Deputy Dean of Academic Affairs; (b) Change of title for the Director of Academic Collaborations to Associate Dean (Partnerships); Chapters (c) Amendment to Part D: Programme Approval, Section 7, to add Indicators of non-viability of a Programme; (d) Amendments to Part H, Sections 1 & 2 to introduce further clarification regarding the condonation of components and degree classification; (e) Update of Part H, Section 12 to include further clarifications of reasonable adjustments; (f) Update of Part L, Section 2 to introduce i) further clarification on the evidence in support of a particular learning difficulty; and ii) reference to the Disabled Students' Allowances provision; (g) Update of Part M to introduce a new Section 3 on the Approval of Clinical Partners for Clinical Observation Opportunities; (h) Update to Schedule G to introduce a definition of Second Marking; (i) Updates to Schedule H: Common Internal and External Acronyms; (j) Minor changes to wording, style and grammar.
05/07/18	All	Academic Council	Version 11 approval with major and minor amendments including: Whole Document: (a) Revision to role titles, areas of authority and the 'senior academic' definition in light of changes to School structures and senior leadership; (b) Revisions to reflect introduction of the Office for Students and revisions to the QAA Quality Code; (c) Signposting to University terms and conditions as appropriate;

			Chapters: (e) Amendment to Part B: Awards to introduce (Legal Practice) and (Data Studies) as suffixes for undergraduate exit awards; (f) Amendments to Part D: Programme Approval, to add clarity to changes that constitute a major modification and to ensure reference to the Student Protection Plan in any application to change or withdraw programmes; (g) Amendments to Part F: Admission and Registration to (i) update English language requirements, and (ii) introduce complaints into the applicant appeal process; (h) Amendments to Part G: Academic Progress Monitoring, to (i) introduce a new Fitness to Study Policy; and (ii) provide consistent terminology around interruption of study; (i) Amendment to Part H: Examination and Assessment, to (i) permit rounding of aggregate marks for postgraduate programmes from two decimal places to a whole number; (ii) revise the deadline for deferrals to 12.00pm the previous working day; (iii) revise the Mitigating Circumstances and Concessions Policy to simplify language and to introduce a stay on action for students on a final assessment attempt; (iv) strengthen the rules on Conduct of Examination: Information for candidates to prohibit smart watches and additional materials unless permitted; (v) revise the Academic Malpractice Policy to introduce a nominated pool of appointed Chairs and nominated decision makers within Schools, use of a Case Management Form and to introduce a new definition of Contract Cheating, (vi) introduce a new Marking Policy, (vii) revise the Reasonable Adjustments Policy to include an explicit reference to the Reasonable Adjustments Panel and to update data protection legislation references, and (viii) clarify the criteria for overseas assessment locations; (j) Amendment to Part K: Complaints and Appeals, (i) to add emphasis to appeals applying only to unconfirmed results and, for students appealing a mitigating circumstance application outcome, to explicitly require an explanation as to why new evidence could not have been presented earlier, and (ii) update external reference for frivolous and vexatious complaint definitions; (k) Amendments to Part L: Equality and Diversity, (i) to update data protection legislation and acceptable evidence for Learning Support relating to medical, physical or psychological conditions; and (ii) to introduce a new Wellbeing and Mental Health Policy;

			(l) Addition of Part N: Right and Duties and the introduction of a new Academic Freedom Complaints and Appeal Procedure; (m) Schedule G: Definitions – addition of Balance of Probabilities, Burden of Proof, Contract Cheating, Interruption of Studies and Interrupt (*to replace Intermission and Intermit*), Senior Academic, and Standard of Proof. (n) Schedule H: Common Internal and External Acronyms – updates; (o) minor changes to wording, style and grammar.
04/07/2019	All	Academic Council	Version 12 approval with major and minor amendments including: Whole Document: (a) Change of title for the Associate Dean (Partnerships) to Dean of Academic Quality; (b) Addition of a Director of Academic Quality; (c) Addition of an Academic Quality Team Leader; (d) Removal of reference to Dean of School of Health; (e) Re-naming of the Education and Training Committee to the Education and Standards Committee; (f) Re-naming of School Boards to the School Education and Standards Board; Chapters: (g) Amendments to Part D: Programme Approval to (i) Stage 2- the Approval of the Business Case to include '*the Board of Directors, **or nominee'*** and reference to a business case template that can be found on the Academic Quality Forms and Guidance page on SharePoint; (ii) add a member of the Learning and Teaching Team to the School Review Board and (iii) revised definitions for major and minor modifications to programmes to add clarity. (h) Amendments to Part F: Admissions and Registration to (i) make reference to Admissions Credibility Interview guidance for Tier 4 students, (ii) reference to the University's commitment to social and educational equality included in the Access and Participation Statement published on the website, and (iii) revised definition of Accredited Prior Certificated Learning. (i) Amendment to Part G: Academic Progress and Discipline to (i) make reference to an Attendance Agreement (for domestic and Tier 4 students), (ii) make reference to Visa Extension Policy for Existing Tier 4 Students, (iii) add clarity to the Personal Tutor Policy including the role of a personal tutor, access to a personal tutor and obtaining

				references, and (iv) add frequent use of deferrals or extensions on an assessment may be considered 'at-risk' of being unable to complete their programme (v) Rules and Procedures for Suspension of Registration and the Granting of Interruption of Studies to include a) requests must be supported by evidence of the last date of attendance or engagement, b) impact on funding will be assessed, c) retrospective IoS applications will be considered by Programme Teams and the Finance Team.
			(j)	Amendments to Part H: Examination and Assessment to (i) Deferral of Examination Procedure title changed to Deferral of Assessment Procedure to add clarity that the procedure is for all summative assessments; deferrals shall be recorded on a tracker; state that an application cannot be extended without a further application and assessments will be marked as per the Marking Policy; and completion cannot exceed the student's expected end date (ii) Extension of Deadline Date for Assessments Procedure amended to state up to 3 days for full-time students or up to 5 days for part-time students and assessment modules worth 40 credits and above, (iii) Mitigating Circumstances and Concessions Policy to reflect the online mitigating circumstances application process, (iv) reflect that the Regulation and Compliance Officers will now accept/reject all mitigating circumstances applications with a route to the Dean of Academic Quality to review. (v) fit to sit will no longer need to be signed but will appear as text on the front of the examination paper, (vi) Rules for the Preparation and Administration of Examinations to reflect that when >1 exam is allocated to the same room, they start at the same time but finish at different times, (vii) change of authoriser of permitting concurrent sittings of two exams of different lengths in the same room from the Academic Council to the Deputy Vice-Chancellor, (viii) reflect exam script retention is not less than one year after the external examination board, (ix) Rules for the Conduct of Examinations: Information for Candidates that rough sheets will be attached to examination papers, (x) Academic Malpractice Procedures to add clarity that students on their third and final attempt will be academically withdrawn, (xi) add 'False Attribution' as a form of academic misconduct, (xii) BPP University Assessment Strategy and Framework - Assessment Feedback Policy inserted, (xiii) Marking Policy to reflect that programmes containing 20 or fewer students must moderate the entire

			sample (not second mark), (xiv) The Agreement and Implementation of Reasonable Adjustments to remove reference to 'significant anxiety and revise the definition of a 'low occupancy' room. (k) Part K: Complaints and Appeals to reflect the online appeals application process. (l) Schedule G: Definitions – addition of 'Post-Requisite module', addition of 'End-date', addition of 'Head of [ ] (ii) Deputy Head of [ ]' where there is reference to 'Senior Academic'. (m) Schedule H: Common Internal and External Acronyms – updates; (n) minor changes to wording, style and grammar.
09/07/2020	All	Academic Council	Version 13 approval with major and minor amendments including: Whole Document: (a) Change of title of the Associate Dean (Education Services) to Deputy Dean (Education Services); (b) Change of title of the Dean of the School of Business and Technology to Dean of the Business School. Chapters: (c) Amendments to Part B: Awards to (i) include (Accounting and Finance) as a designated exit award title; (ii) Removed reference to '*No specialist subject area may be included in the title.*' under Foundation Degrees. (d) Amendments to Part D: Programme Approval to (i) include reference to the Apprenticeship Standard as part of mapping where a degree apprenticeship is being considered; (ii) Removed reference to a business case template (confirmation of stages 1 and 2 is now included within the PPF); (iii) 'Stage 7: Administrative Set Up' was added; (iv) '*new programme cohort start dates'* added to the list of minor modifications. (e) Amendments to Part F: Admission and Registration to (i) update the table of *Approved English language tests for international applicants* and updated entry criteria for the BTC and PGDL; (ii) footnote added to clarify that if a student has been withdrawn and then a retrospective IOS is submitted, the IOS cannot override the withdrawal and the student cannot be reinstated. (f) Amendments to Part H: Examination and Assessment to (i) clarify wording for condonations (ii) Academic Malpractice - Timeframe for allegation(s) and evidence to be sent to ORC changed from 10 to 20 working days; (iii) Wording clarified for assessment attempts under Penalties imposed for Academic Misconduct; (iv) BPP University Assessment Strategy and Framework updated to clarify the length of assessment instruments for 60 credit modules and (v) footnotes added to clarify the assessment types that

			constitute coursework or examinations and that various assessment instruments can be combined at relative credit weightings to make up an appropriate assessment diet relative to a module's credit weighting; (vi) Marking Policy adjusted to soften the language around reporting academic malpractice to be within a reasonable time period (vii) The Agreement and Implementation of Reasonable Adjustments to reflect that verification discussions '*may'* take place rather than '*will'* to reduce the burden of tutors who may choose to undertake a discussion at their discretion. (g) Amendments to Part K: Complaints and Appeals to (i) include reference to re-opening an online application will be considered withdrawn; (ii) new paragraph to Stay on Action to clarify that students undertaking an appeal against a penalty imposed under the Student Disciplinary Policy are not entitled, under the stay on action, to attend the University for any educational purpose, including attending classes; (iii) where, for a visa appeal, student engagement and evidence of contact between the student and School can be used as evidence; (iv) addition of a fourth outcome of the decision of the Appeals Board. (h) Amendments to Part L: Equality and Diversity to (i) include the Fitness to Study Policy (moved from Part G) (ii) addition of a new Fitness to Practise Policy. (i) Schedule G – Definitions added for the following: i. Transnational Education (TNE) ii. Degree Apprenticeships iii. Higher Apprenticeships iv. Integrated Degree Apprenticeships v. End Point Assessment Organisation (EPAO) (j) Schedule H: Common Internal and External Acronyms – updates; (k) minor changes to wording, style and grammar.