

MARYVALE INSTITUTE



**Institute Wide
Policies, Regulations and Guidelines
for Students:
effective from 2021-22
until further notice
(Interim Document)**

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These are the overarching, general Institute policies, regulations and guidelines on which all validation specific versions are based. There are specific versions for:

- OU validated programmes
- HIRS programmes
- Research programme
- FE programmes

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1. Introduction

These regulations apply, in principle, to all students at Maryvale Institute with effect from 1st September 2019. The Higher Institute of Religious Sciences (HIRS) has a set of regulations of its own, which are synonymous with these.

In addition to these regulations each HE programme will have a programme Handbook containing procedures and requirements specific to that programme, as well as advice and guidance on studying and student support.

1.1. Validation and accreditation

From its beginnings in the 1980s as a Diocesan Catechetical Centre offering short courses for lay people in the Catholic Archdiocese of Birmingham, Maryvale Institute has developed to become an international, distance learning college offering adult courses from further education to PhD level in a range of Catholic studies. Students completing one of the adult further education courses receive a Maryvale certificate. The higher education courses are offered through Maryvale's valuable validation partnerships.



The Institute as a whole is accredited by the British Accreditation Council, a globally recognised mark of educational quality.



Maryvale Institute is approved by The Open University as an appropriate organisation to offer higher education programmes leading to Open University validated awards. The Open University validates the BA (Hons) in Philosophy and the Catholic Tradition and the MA in Catholic Applied Theology.



The Maryvale Higher Institute of Religious Science (HIRS) is approved by the Ecclesiastical Theology Faculty Notre Dame de Paris, École Cathédrale Paris. Validated through this relationship are the HIRS programmes: the Baccalaureate in Divinity and the Licence in Catechetics.

1.2. Qualifications framework

Maryvale HE courses are defined with reference to the frameworks for Higher Education Qualification in England, Wales and Northern Ireland (2008).

1.3. Credit rating

- 1.3.1. Maryvale HE courses use a UK credit-based system in terms of the qualification level and volume of credit required. The main determinant for the volume of UK credit is notional learning time, ie. the reasonable measure of time it would take to achieve the learning outcomes of the programme activities: including formal study, assessment and independent learning.
- 1.3.2. The number of credits is based on the estimated notional learning hours (where one credit represents 10 notional hours of learning).

- 1.3.3. A UK credit value is twice its European Credit Transfer (ECT) equivalent (e.g. a 20 UK credit module equates to 10 ECT credits).
- 1.3.4. 10 UK credits are equal to 3 credits in the higher education system of the United States of America.
- 1.3.5. The assignment of credit to learning should be understood in the following terms:
 - 1.3.5.1. Credit is allocated to a learning activity on the basis of its stated learning outcomes.
 - 1.3.5.2. A student will only be assigned credit after demonstration through assessment of the achievement of the stated learning outcomes. Credit cannot be assigned if no assessment has taken place or if the assessment has not been appropriately conducted.
 - 1.3.5.3. The number of credit points assigned is independent of the standards (grades awarded). Students achieving higher standards will not be allocated more credit points. The higher standard will be reflected in the grade and classification of the pass.

2. Admissions

- 2.1. The Institute in its procedures to admit candidates (with or without credit) to its courses shall be influenced by the requirements and expectations of its validating and accrediting bodies to maintain the standards of its awards; and with good practice throughout the education sector in the UK.
- 2.2. The acceptance of a student on to a programme offered by the Institute is at the discretion of the Institute, and decided by nominated members of staff, usually the relevant Programme Director.
- 2.3. Individual applicants may be admitted on the basis of a wide range of qualifications and/or experience, provided the following principles of admission are met:
 - 2.3.1. That the applicant has been adjudged as possessing those attributes that would indicate a reasonable expectation that he/she would be able to fulfil the objectives of the programme concerned and achieve the standards required for the award.
 - 2.3.2. That the applicant has provided sufficient indication of his/her willingness to respect the ethos and standards of the Institute and abide by the Institute's regulations and programme requirements through signing to this effect at the point of application.
- 2.4. The Institute in its pursuit of ensuring equality of opportunity for all potentially qualified applicants shall seek evidence of personal, professional, and educational experiences that provide the Institute with sufficient indication of his/her ability and motivation to meet the demands of the selected course.

- 2.5. Should difficulties of judgement against the above principles of admission be found, individual applications shall be examined by the Academic Dean / Academic Registrar who shall discuss it with the relevant Programme Director to come to an agreement.

2.6. Admissions processes

General admissions

- 2.6.1. Candidates are asked to complete an application form, and for HE programme applications they are asked to write a 500 word statement of their reasons for applying for the programme. This statement will assist in assessing the suitability of candidates for the programme, particularly in the case that they do not already possess a higher education qualification.
- 2.6.2. All applicants must provide details of their nationality, contact address and home and mobile telephone numbers. Once accepted on to a programme it is the student's responsibility to keep the Institute informed of any changes in contact details. See Data Protection page 76
- 2.6.3. Applications include the submission of two references which are sent directly to Maryvale Institute by the referees. (These references are treated as confidential between the referee and the Institute).
- 2.6.4. On receipt of the application form, personal statement, references and application fee they will be considered by the person or persons at Maryvale Institute responsible for admissions to the specific programme.
- 2.6.5. Applicants may be asked to visit the Institute for an interview, or a telephone/Skype/Zoom interview may be arranged in order to clarify any details in the application.
- 2.6.6. On acceptance of the application the Programme Team will issue the applicant with an "Acceptance pack" providing further information about Maryvale Institute and the programme and details of how to apply for a student card. The applicant will be asked to sign a statement agreeing to abide by the regulations and support the ethos of Maryvale Institute, and will be sent an invoice for programme fees.
- 2.6.7. Once the signed statement and fees for the first year of study have been received the applicant is formally enrolled as a student of the Institute.
- 2.6.8. If for any reason an application for a place on a programme is unsuccessful, the Institute reserves the right, because of the elements of confidentiality involved in the admissions process and the collection of references, not to give the reasons for this decision. If at any stage the applicant is dissatisfied with the admissions process he/she would be advised to follow the Admissions Appeals procedure of the Institute: a copy of which can be found on page 7 of these regulations.
- 2.6.9. In order to become a student of the Institute applicants shall be required to have paid the requisite programme fees.

Timetables for admissions

- 2.6.10. Applications for admission to Maryvale programmes are considered either by the programme team or by an admissions committee (depending on the programme).
- 2.6.11. The aim is to inform applicants of the decision within four to eight weeks of receipt of the application.

Recognition of Prior Learning (RPL)

- 2.6.12. RPL is an assessment of prior learning that has occurred in any of a range of contexts including college or university and life and work experiences. Prior learning can be used to gain credit or exemption for qualifications and/or personal and career development.
- 2.6.13. RPL includes Accreditation of Prior Certificated Learning (APCL), Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL).
- 2.6.14. Assessment of RPL will take place at the point of admission. Should current students decide to study another relevant course concurrently with a Maryvale programme, successful completion of that course may be considered as RPL towards the Maryvale programme.
- 2.6.15. Students who are able to demonstrate that they have already fulfilled some of the learning outcomes of the programme by means other than attendance on the planned course, and will be able, by completing the remaining requirements, to fulfil the learning outcomes of the programme and attain the standard required for the award, may be admitted with advanced standing, thus exempting them from some modules or stages of the course.
- 2.6.16. The time limit for consideration of RPL is sixteen years.
- 2.6.17. A student admitted to a programme through prior learning is subject to the same principles of admission as all other students on that programme.
- 2.6.18. Normally, an applicant shall be admitted with specific credit for exemption to a point no more than two thirds of the programme. Exemptions shall apply only to the taught element of the course.
- 2.6.19. The minimum which may be considered for RPL is 30 credits.
- 2.6.20. Credit for prior learning (certified, experiential or uncertified) is not allowed at the final stage (credit level 6) of a Bachelor's Degree or for the thesis/dissertation module on a Masters programme.
- 2.6.21. Applications for entry with credit to the beginning or later stages of a defined programme shall be assessed, against bona fide documentary evidence or other such acceptable evidence submitted for consideration.
- 2.6.22. Such evidence shall be judged as to its congruence (ie. content, length, level) with those stages or elements of the Institute's programme for which application for exemption is being made.

- 2.6.23. Applications for admission with RPL shall be assessed, by the Programme Director seeking the advice of the Academic Registrar as needed, against the bona fide documentary evidence submitted for consideration.
- 2.6.24. If an applicant has been awarded RPL by a previous institute acceptance of this RPL is at the discretion of the Programme Director, who may require submission of documentary evidence.
- 2.6.25. Should the evidence submitted by an applicant for prior learning credit be insufficient for the necessary judgments to be made with confidence, the Institute shall require the applicant to be assessed within procedures approved by the relevant Assessment and Examinations Board. These may include one or more of the following:
 - 2.6.25.1. Requiring the applicant to take the normal progression assessments of the course;
 - 2.6.25.2. Prescribing a specific task to be assessed which would provide a valid indicator of a candidate's status and potential to be able to fulfil the objectives of the programme and attain the standard required for the award;
 - 2.6.25.3. Conducting a viva voce examination.
- 2.6.26. Where relevant or required, Programme Committee reports and reports from the Academic Registrar shall be made available to the relevant Assessment and Examinations Board.
- 2.6.27. RPL is recorded on the student's spreadsheet as exemptions.

Admission of students with learning difficulties or disabilities

Maryvale Institute is committed to a policy of equal access for students living with a disability, learning difficulty or health condition that impacts their study, and will make provision wherever possible for students to be able to follow its courses. This provision is coordinated by the Accessibility Coordinator. Students are invited to disclose any disability/learning difficulty/health condition they may have at the time of their application and throughout their period of study. If this applies to you but you have not yet made a disclosure, you are encouraged to contact the Accessibility Coordinator (access@maryvale.ac.uk) so that you can receive the best support available to you whilst you are a student at Maryvale.

- 2.6.28. The admission of students with learning difficulties or disabilities will follow the general principles and regulations with the addition of an assessment of their needs to facilitate specific support. These procedures refer to declared learning difficulties or disabilities; the Institute cannot be held accountable for undisclosed learning difficulties or disabilities.
- 2.6.29. The Accessibility form, included as a separate sheet within the application pack (except for Research students, LHU has its own arrangements), seeks information on Specific Learning Difference (SpLD) or disabilities and request the applicant's permission to share this information with the relevant Programme Director. This form will be returned by the applicant directly to the Accessibility Coordinator (AC), and

will, therefore, not form part of the decision whether or not to admit the student to the programme.

- 2.6.30. The applicant will be contacted by the AC to discuss his/her situation and any potential difficulties and to consider reasonable adjustments. Contact from the AC cannot be taken as assurance of an offer of a place on a programme.
- 2.6.31. Once a decision has been made, based on academic capability, to admit the applicant to the programme, a Learning Support Agreement will be drawn up, detailing the agreed support measures to be put in place. Providing that permission has been granted by the applicant, a copy of the Learning Support Agreement will be shared with the Programme Director.
- 2.6.32. It will be made clear on the Accessibility Form that should an applicant refuse permission to share their disability disclosure with the Programme Director, this will greatly diminish the level of reasonable adjustment possible.
- 2.6.33. The effectiveness of these adjustments will be monitored through ongoing discussions with the student.
- 2.6.34. Students will be encouraged to disclose any SpLD or disability throughout their programme of study to the Accessibility Coordinator. Should a student disclose a disability to another member of staff, the student will be encouraged to make contact with the Accessibility Coordinator directly, to prompt a discussion about support mechanisms and reasonable adjustments.

Admission of international students

- 2.6.35. The Institute has a mission to provide opportunities for Catholic formation and education in all places where English is spoken. As such it is committed to offering all of its international students the full support necessary for the successful completion of its courses. If the Institute is not able to provide the level of support it deems necessary for a particular student, the student will not be accepted onto one of its programmes.
- 2.6.36. All higher education courses offered by Maryvale Institute are written, delivered and assessed exclusively in English.
- 2.6.37. International Students wishing to attend a residential at Maryvale may have to apply for a short-term study visa. Advice is provided in acceptance packs and, for further details, see www.gov.uk/study-visit-visa.
- 2.6.38. Provided that the student meets the Visa requirements a letter can be provided from the Registrar on request in support of the Visa application. The request must be submitted well in advance of the intended visit and include the student's full name as it appears on the passport, date of birth, nationality and passport number.
- 2.6.39. The visiting student must present his/her passport, biometric card if relevant and Visa details, on arrival at the Institute where a copy will be taken of the documents and placed on the student's file.

- 2.6.40. International students resident in the UK must also present any “Leave to remain” documentation where a copy will be taken of the documents and placed on the student’s file. Applicants unable to provide adequate proof of leave to remain may not be accepted on to a programme.
- 2.6.41. If a student holding a short-term study visa fails to attend a residential as expected the Institute has a duty to inform UK Visas and Immigration.

Use of English

- 2.6.42. On application the Institute requires evidence of proficiency in written and spoken English; the evidence of proficiency required for entry into courses is as follows:
- 2.6.42.1. International English Language Testing System (IELTS): minimum average of 6.5 overall, with no sub-test below 6.0.
 - 2.6.42.2. Michigan Test of English Language Proficiency (MTELP): minimum equated score of 90.
 - 2.6.42.3. Test of English as a Foreign Language (TOEFL): minimum paper-based total of 550, computer based total of 213, or internet-based total of 79.
 - 2.6.42.4. Cambridge Certificate of Proficiency in English (CPE): minimum grade of C.
- 2.6.43. Students who cannot demonstrate proficiency in English to the satisfaction of the Institute are required to take a short written examination which tests reading level and understanding and facility in written English. This is designed, provided and assessed by the Institute.
- 2.6.44. Students who demonstrate a minimal level of proficiency may be accepted onto the programme at the discretion of the Institute, provided that they give clear evidence of their plans for further improving their English.
- 2.6.45. Students for whom English is not their first language may be allowed the use of an approved English dictionary in the examination room when sitting examinations on their programme with the prior agreement of the Examinations Secretary. They may also, if required, have use of a bi-lingual dictionary. The dictionaries must be submitted to the invigilator to be checked for annotations and insertions immediately before the examination.
- 2.6.46. English dictionaries are not allowed in the examination room when sitting English proficiency tests.
- 2.6.47. As a standard procedure, all students for whom English is not their first language are identified at the relevant Assessment and Examinations Board. Students who are deemed not to have passed as a result of language difficulties may retake the examination, having demonstrated that they have undergone further instruction in English.

Use of English in Research projects and Dissertations

- 2.6.48. Students on Maryvale’s taught postgraduate courses are assigned a single supervisor for their dissertation work. In the case of students for whom English is not their first

language and who may wish, consequently, to draw upon relevant literature and research in their own language, an Associate Supervisor is also assigned.

2.6.49. The role of the Associate Supervisor in this situation is to:

- Give bibliographical advice to students concerning literature and sources for research in the student's first language, and in areas which are culturally specific, pointing the student towards helpful sources, techniques and contacts while warning him/her off unhelpful ones.
- Provide guidance and an initial approval of any research instruments (including questionnaires, interview questions, covering letters, interview and questionnaire schedules) which the student intends to use in his/her own language.
- The English language translation of the instrument, together with the research plan overall, is then approved by the Ethics Committee at the Institute and by the lead supervisor.
- Play a quality assurance role on behalf of the Institute, being able to assure the Institute through a written report at the conclusion of the student's study that the work is the student's own, and not plagiarised from sources in the student's own language.

2.7. Process of appeal against admissions decisions

2.7.1. Should an applicant believe their application to be unfairly rejected the decision may be appealed. Such appeals must be initiated within four weeks of the date of the original decision.

2.7.2. An appeal will only be considered where there are adequate grounds, as set out below:

2.7.2.1. Where there is substantial new information which, for good reason, was not made available either on the original application or during the selection procedure, and where that new information is significant and directly relevant to the original decision. Please note that the new information must relate directly to the original application and cannot include activities or achievements which have taken place or been ratified subsequently.

2.7.2.2. Where there is evidence that the Institute's admissions policy has not been followed.

2.7.3. In the first instance the applicant should present any additional evidence to support his/her application to the Director of the programme to which he/she applied, seeking further consideration of the application.

2.7.4. If after this the application is still rejected and the student has evidence of an error in the process or failure to follow Institute policy an appeal may be made in writing to the Academic Registrar within five days of receipt of the rejection, using the appeal form available on the website.

- 2.7.5. The Academic Registrar will examine the evidence against Institute process and policy and, if finding no evidence of error in the process or failure to follow Institute policy, will advise the appellant of the conclusion. If the evidence presented indicates an error in the process or failure to follow Institute policy the Academic Registrar will call for a meeting of an Admissions Appeals Committee.
- 2.7.6. The membership of the Admissions Appeals Committee shall be:
- The Academic Dean, who shall be Chair;
 - Two members of the Institute academic staff not associated with the programme on to which the appellant wished to enrol;
 - The Academic Registrar who shall act as Secretary.
- 2.7.7. The process of the Admissions Appeals Committee shall follow that of the general Appeals Committee – see section 8 of these regulations (page 67).

2.8. Policy on the Payment of Fees

Maryvale Institute is privately funded and almost totally dependent on student fees in order to carry out its mission. In common with other Further and Higher Education Institutions, Maryvale's policy is that it is the student's responsibility to ensure that all fees are paid in full and in accordance with the following procedures:

- 2.8.1. When a student signs an application for participation in a programme at Maryvale Institute, the student also signs an agreement to abide by the Institute's policy on the payment of programme fees.
- 2.8.2. Once a student has been accepted onto a programme an invoice will be raised and forwarded to the student.
- 2.8.3. For subsequent years, an invoice will be sent to the student about six weeks before that year's programme commences. Those invoices will still be raised even if the examination board for the closing year has not yet discussed the final results for the year.
- 2.8.4. Tuition fees must be paid **before** commencing the programme and **before** the start of each academic year.
- 2.8.5. Course fees must be paid even if the examination board has yet to determine the formal results of the closing year. If, exceptionally, a student is deemed to have failed the year and any subsequent re-take of examinations, the fees which have been paid will be refunded.
- 2.8.6. Payment **in full** must be made within 28 days from the date of the invoice or before the first residential, whichever is earlier.
- 2.8.7. Students are responsible for payment of their programme fees by the prescribed date. Where a third-party (eg. a diocese or parish) has agreed with a student that the third-party will pay or contribute to payment of the fees, that agreement is understood to be between the student and the third-party. Subject to the very specific exception noted in 2.8.8 below, under no circumstances will the Institute arrange to invoice a third-party or pursue a third-party for payment. It is for the

student to recover the funds from the third-party. Such an arrangement does not allow for late payment of fees.

- 2.8.8. The only exception to 2.8.7 above is in a small number of very specific cases where a group of students is being sponsored as a body. Under the specific arrangements entered into formally by the Institute and that sponsoring body, those fees will be paid centrally.
- 2.8.9. Where a student is eligible to seek financial support by way of an external grant, donation, bursary etc, the process of applying for such external financial support cannot be used as a means of postponing payment of fees; the student must still pay the full fees by the prescribed date. If any grant is subsequently received directly by Maryvale, the Institute will refund that portion of the fees previously paid by the student.
- 2.8.10. Students will not be allowed to participate in the first residential of the year unless their fees have been paid **in full**.
- 2.8.11. Furthermore, students are not allowed to participate in subsequent residentials, sit examinations, progress to the next year's studies, or graduate until all outstanding tuition fees have been paid **in full**.
- 2.8.12. All payments should be made in £Sterling.
- 2.8.13. Payment is accepted by any of the following means:
- By cheque (payable to Maryvale Institute) sent with a copy of the invoice and addressed to the Finance Controller at Maryvale;
 - By credit/debit card – in which case, students must contact the main office at Maryvale (finance@maryvale.ac.uk) to make the necessary arrangements;
 - By credit card cheque (as for personal cheques);
 - Electronically direct to Maryvale's bank account. In this case students are required to email the Finance Controller at (finance@maryvale.ac.uk) to ask for the relevant details. In addition to the programme Fees, bank charges of £10 need to be added to payments made from bank accounts from outside the UK;
 - By PayPal. In this case students must email the dedicated email address for PayPal requests (finance@maryvale.ac.uk) .
- 2.8.14. In all cases, payment by cheque and requests to pay by other alternative means, **MUST** be accompanied by an invoice or covering letter which must include the full name of the student, the student ID, and the title and year of the appropriate programme. These details are essential to ensure that the Institute can record the payment against the correct student record.
- 2.8.15. In the case of credit/debit cards and bank transfer payments, it is also essential that the instructions to the student's bank include these same details.

- 2.8.16. Except for non-EU students denied a Visa (see below), fees will not be refunded once the programme has started.
- 2.8.17. For non-EU students who have been denied a Visa and therefore are unable to study on the programme due to an inability to attend residential, fees will be reimbursed less an administration charge of £250.
- 2.8.18. In cases of exceptional need, it may be possible for a student to apply for an internal, Maryvale bursary to assist with their programme fees. The Institute's bursary funding is very limited, but any student who believes they can demonstrate that their circumstances are such that a bursary award might be appropriate, should contact the Bursary Secretary at Maryvale (finance@maryvale.ac.uk) for a 'Bursary Application Form'. The form must be completed and returned well before a programme is due to commence. In practice, this means that applications for courses starting in September must be made by early July; for courses commencing in January, application must be made in early November.

3. Registration

Students on Maryvale HE awards are registered with the relevant validating body associated with each programme; be that the Faculté Notre Dame or The Open University. Student names and contact details are submitted to the validating body solely for the purposes of recording student details and progression information (see Data Protection page 76). Student consent is sought for this sharing of their information with the validating body for this purpose. Under normal circumstances students will not be contacted directly by the validating body.

3.1. Registration period

- 3.1.1. The minimum period expected for completion of a part time undergraduate courses is 5 years; the maximum is 8 years.
- 3.1.2. The minimum period expected for completion of a part time postgraduate courses is 30 months; the maximum is 5 years.
- 3.1.3. The period of registration may be extended if:
 - 3.1.3.1. the student has had to resit or repeat a part of their programme of study, see Section 5 page 40;
 - 3.1.3.2. the student has been unable to study or complete a year of study due to extenuating circumstances, see Section 5 page 42;
 - 3.1.3.3. the student has been given permission to take a study break as described in this section on page 14.
- 3.1.4. A student's registration may be terminated if the student has:
 - 3.1.4.1. committed a serious disciplinary offence or has been deemed as unfit to study
 - 3.1.4.2. exhausted all opportunities to remedy failure or has made insufficient progress through their programme of study at the required stage;
 - 3.1.4.3. formally notified the institution that they wish to discontinue their studies and so withdraw from the programme.
 - 3.1.4.4. failed to comply with their financial commitment to the Institute.

3.2. Policy and Procedure for the Suspension or Termination of Student Registration

- 3.2.1. Maryvale Institute reserves the right to suspend and/or terminate the registration of a student on academic or disciplinary grounds or where a student fails to fulfil his/her financial obligations to the Institute.
- 3.2.2. Suspension or termination of registration may only be invoked by the Academic Dean. He may make this decision on the recommendation of the relevant Programme Director. In the case of HIRS programmes the decision will be referred to the HIRS Council.

- 3.2.3. The decision to suspend or terminate registration will be taken only after careful consideration and a period of consultation and counselling between the student and the Programme Director.
- 3.2.4. In all cases the student will be advised of the decision to suspend or terminate his/her registration in writing by the Academic Registrar, with the agreement of the Academic Dean or the HIRS Council.

Academic grounds

- 3.2.5. Every student has the right to resubmit failed work once. On resubmission the highest grade that can be achieved is a pass. Second failure of an assessed piece of work is likely to result in termination of student registration and removal from the programme.
- 3.2.6. Further resubmissions in the case of students studying for credits and awards, up to and including level 6, are at the discretion of the Programme Director in discussion with the relevant Assessment and Examinations Board.

Disciplinary/misconduct grounds

- 3.2.7. The definitions of misconduct and subsequent disciplinary actions can be found in section 7 (page 49) of these regulations.
- 3.2.8. Suspension or termination on disciplinary grounds may include repeated failure to attend residential sessions, or repeated failure to submit work to agreed deadlines. In these cases the student will be offered two opportunities in writing to explain and/or rectify the situation, four weeks apart. Failure to respond to the first opportunity will result in suspension of registration. Failure to respond to the second opportunity will result in a recommendation of termination of registration by the Programme Director to the Academic Dean or the HIRS Council.
- 3.2.9. In the case of gross misconduct, suspension will be immediate until the case can be considered by the Student Disciplinary Committee. Suspension is highly likely to result in termination of student registration.

Financial grounds

- 3.2.10. Students are not allowed to participate in a programme or receive learning materials without payment of required fees. In the case of ongoing failure of the student to comply with financial agreements as set out in section 2.8 "Payment of fees" the student will receive two warnings from the Finance department, four weeks apart.
- 3.2.11. Failure to respond to the first warning will result in suspension of registration and the Programme Director will be made aware of the situation.
- 3.2.12. Failure to respond to the second warning will result in a recommendation of termination of registration by the Finance Controller to the Academic Dean (financial decisions being a management rather than academic matter).

Appeals against suspension or termination

- 3.2.13. Students may appeal against the decision to suspend or terminate registration using the Institute appeals procedures as set out in section 8 of these regulations “Appeals” (page 60).

3.3. Intercalation and study breaks

- 3.3.1. The nature of part time study is that it needs to fit around other life obligations, such as work and family. The Institute recognises that students may, at times, struggle to keep up with their studies, in such cases a student may request an intercalation or study break (see definitions below) for reasons of ill health or other extenuating circumstances.
- 3.3.2. Under normal circumstances requests for intercalation or a study break must be submitted in writing and approved by the Programme Director and will only be considered for medical, compassionate or other serious reasons on the provision of corroborating evidence (eg. medical certificate).

Intercalation

- 3.3.3. An intercalation is where a student is admitted to a year of study and for any reason does not submit the complete programme of work for the year or sit the examination (if relevant). This student does not intend to withdraw from the programme but works with the Programme Director to devise a timetable for completion of the year’s work over the subsequent year; thereby taking two years to complete one year of study.
- 3.3.4. The intercalating student is charged an intercalating fee for the additional year. This fee does not include the cost of attendance at residentials which, if the student chooses to attend, must be paid for separately.
- 3.3.5. Intercalation ceases when either all work relating to the study year has been completed, or the student advises the Programme Director that he/she has withdrawn from the programme within the regulations as given in 3.3.10 below.

Study break

- 3.3.6. A study break is where a student, on completion of a year of study and before the commencement of the next, advises the Programme Director in writing that he/she intends to take a break from study for a maximum period of twelve consecutive months.
- 3.3.7. There is no charge for the study break year(s) as the students will not be receiving programme materials, will not be attending residentials or submitting work to be marked and will not have formative contact with the Programme Director or Tutor.
- 3.3.8. Once a year of study has commenced the option of a study break is no longer available and the rules of intercalation are applied.

Limits on intercalation and study breaks

- 3.3.9. Students choosing to intercalate or take a study break must complete all work and submit themselves for a final award within the maximum time allowance for the programme; see point 3.1 above.

Withdrawal

- 3.3.10. Before making the decision to withdraw from a programme students are encouraged to discuss their situation with the Programme Director as other options may be available.
- 3.3.11. If withdrawal is agreed upon the student must inform the Registrar in writing giving, where possible, the reason for withdrawal.
- 3.3.12. The student ID card must be returned to the Registrar.
- 3.3.13. In all cases programme fees are non-refundable.

3.4. Student ID Cards

- 3.4.1. All Maryvale students must be in possession of a valid student ID card, which must be kept about the student's person at all times while attending Maryvale or one of its exam/study centres, and presented on arrival at examination rooms as proof of identity.
- 3.4.2. New students are requested to send in two passport style photographs with their application, or to submit a digital photograph to Registry, with details of their name and the programme on which they are enrolled.
- 3.4.3. ID cards will be issued to students at the first residential after submission of the photographs. Students may receive their cards earlier than this on provision of a stamped addressed envelope or advance payment of the appropriate postage costs.
- 3.4.4. In the event of a student arriving at an off-site examination room without his/her ID card, the examination script must be annotated by the invigilator, signed by the student and the signature checked against that held on file once the script arrives at Maryvale.
- 3.4.5. Should a student lose the ID card he/she will be charged a fee of £2.50 for a replacement.
- 3.4.6. On withdrawal or exclusion from the programme the student ID card must be returned to the Institute.
- 3.4.7. If any cases of impersonation or falsification are discovered the student(s) involved will be subject to disciplinary proceedings; refer to section 7 of these regulations.
- 3.4.8. Please note this student ID card is for Maryvale identification purposes only. It is not part of any national ID card scheme and does not guarantee any student discounts. It should, however, allow access to University libraries.

4. Residentials and attendance

4.1. Attendance requirement

- 4.1.1. Residentials are an integral part of the academic and pastoral support offered on Maryvale courses. They provide face to face teaching of valuable programme content, academic stimulus and offer valuable opportunities for students to meet, worship, discuss and study together.
- 4.1.2. Students will only be accepted onto a programme if they agree to the residential requirements of the programme for which they have applied and to be eligible for awards associated with a course, students must attend the required residentials.
- 4.1.3. If for medical, compassionate or other serious reasons a student is unable to attend a particular residential, he/she should explain the situation to the Programme Director, who will decide whether or not the student is to be exempted on that occasion.
- 4.1.4. In such cases all reading and assignments set at the residentials are to be completed by the student within the normal timescales unless otherwise agreed by the Programme Director.

4.2. Health and Safety Policy

- 4.2.1 Maryvale Institute is committed to ensuring the safety of its staff, students and visitors. All employees have a duty of care in respect of the Health and Safety of not only themselves but of other employees, students and visitors.
- 4.2.2 The Institute undertakes to take all reasonable measures to provide a safe environment within Maryvale House, its grounds and its approved centres.
- 4.2.3 It also undertakes to ensure that the activities of the Institute will take reasonable account of the well-being of every person.
- 4.2.4 The Institute cannot accept responsibility for personal health and students are expected to take reasonable precautions, such as bringing with them any essential medications and not taking unnecessary risks while visiting.
- 4.2.5 A Health and Safety talk is given at the opening residential session of each programme each year.
- 4.2.6 Each student in residence is issued with a key to their bedroom for their own safety and security.
- 4.2.7 All students must take time to read the fire instructions in their rooms and acquaint themselves with the location of the fire exits, fire alarm points and fire extinguishers.
- 4.2.8 All accidents, however minor, must be reported to the residential warden or responsible member of staff without delay. An accident report book is held at the reception desk.

- 4.2.9 First Aid kits are available at Maryvale in the general office, student lounge and library areas; and several members of the resident community are trained in first aid, as are a number of the Institute staff.
- 4.2.10 Healthcare in the UK is not free to overseas visitors. Students attending residential are expected to ensure that they have adequate health insurance before visiting.
- 4.2.11 It is realised that in the provision of courses at Maryvale, the subject matter of lectures, seminars and written materials may touch on areas of sensitivity. The Institute will endeavour to inform students of the nature and content of these activities and, where required, to provide the opportunity of help for anyone who may be affected by these activities.

4.3 Safeguarding policy

- 4.3.1 As part of the Archdiocese of Birmingham, Maryvale Institute follows the 'one church' approach to safeguarding as set out nationally. The Catholic Safeguarding Standards Agency (CSSA) provides procedures and guidance for dioceses and Catholic organisations in England and Wales and these can be found at [Practice guidance - cssa\(catholicsafeguarding.org.uk\)](https://cssa.catholicsafeguarding.org.uk)
- 4.3.2 The diocesan Safeguarding team is responsible for the implementation and management of these Safeguarding policies and procedures throughout the Archdiocese.
- 4.3.3 Training is provided by the diocesan Safeguarding team

Institute specifics

Contact

- 4.3.4 The Safeguarding contact for the Institute is the Academic Dean, with a direct link to the diocesan Safeguarding team.

Working with adults

In delivering its programmes the Institute works with "a presumption of capacity" as set out in the CSSA procedures manual.¹

- 4.3.5 One-to-one tutorials must be conducted in accordance with the regulations as set out in section 5.10 of the Institute-Wide Policies, Regulations and Guidelines; including the use of chaperones if required.
- 4.3.6 In the course of one-to-one tutorials, or simply in conversation with students, it may be that the student reveals him/herself to be at risk of abuse or neglect.² Guidance is provided to staff on how to receive and deal with such disclosure.

¹ Practice Guidance: Management of Concerns and Allegations, Section 4 Mental Capacity

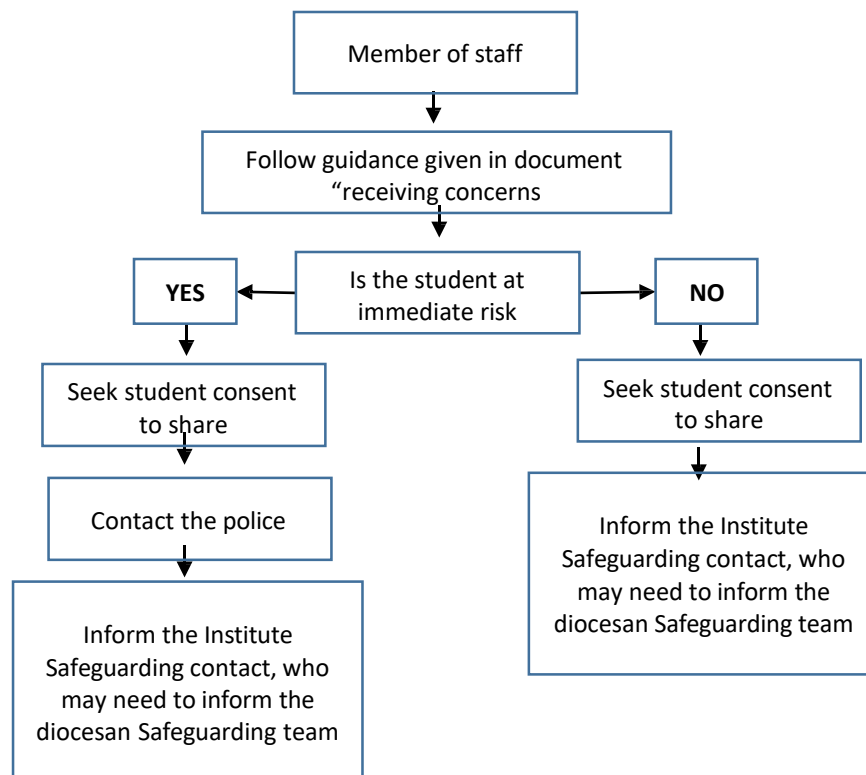
² Physical abuse, domestic violence, sexual abuse, psychological abuse, financial or material abuse, modern slavery, discriminatory abuse, organisational abuse, neglect, self-neglect.

- 4.3.7 Should a student make a disclosure to a member of staff consent will be sought from the student to take up and share concerns (only as necessary) with those that may be able to act upon them to seek a resolution.
- 4.3.8 If the student is considered to be at immediate risk of harm then a referral will be made directly to the Police, informing the Safeguarding contact as soon as possible afterwards.
- 4.3.9 If the student is not considered to be at immediate risk of harm the person receiving the information must discuss the matter with the Safeguarding contact within the Institute, who will consult with the diocesan Safeguarding team as soon as possible (within one working day).

Under 18s

- 4.3.10 Maryvale Institute does not accept students under the age of 18.
- 4.3.11 Institute policy states that children aged 2 to 18 are not allowed to accompany parents to residentials or study days. Under 2s are allowed *only* if they are under 24 hour care from a parent or carer.
- 4.3.12 Children visiting with families for events such as the graduation ceremony or open lectures remain the responsibility of their family members with whom they are visiting.

Reporting flow diagram



4.4. Prevent policy

- 4.4.1 PREVENT is part of the Government's counter terrorism strategy that aims to stop people supporting terrorism or getting involved in extremist activity.
- 4.4.2 PREVENT works with partner agencies to provide practical help to prevent people from being drawn into terrorism and ensures they are given appropriate advice and support. It works in a similar way to programmes designed to safeguard people from gangs, drug abuse, and physical and sexual abuse. It aims to provide early intervention, before a person gets drawn into terrorism, extremism and related criminal activity.
- 4.4.3 CSSA provides guidance on behaviours to look out for and how and when to report concerns.

4.5 Smoking policy

- 4.5.1 Maryvale Institute is a "smoke free" building; those wishing to smoke may only do so in the Institute grounds. This includes electronic cigarettes.
- 4.5.2 Maryvale is fortunate to have attractive grounds which play a part in the spiritual life of the Institute. We ask those who smoke to respect this and to dispose of their cigarette/cigar stubs carefully in the receptacles provided.

4.6 Internet usage policy

- 4.5.1 Maryvale Institute recognises that the Internet is a valuable tool for study and communication; and WiFi access is now provided at Maryvale House and its approved centre in Scotland. Students are encouraged to make use of the Internet access provided by the Institute whilst at Maryvale or the Scottish centre for residential and study time; however the Institute has a legal and moral responsibility to ensure that all users are aware of what constitutes acceptable usage.
- 4.6.2 In particular the following is deemed unacceptable use or behaviour:
 - 4.6.2.1 Visiting either legal or illegal internet sites that contain obscene, hateful, or pornographic visual or literary material.
 - 4.6.2.2 Using the computer to perpetrate any form of fraud; or software, film or music piracy.
 - 4.6.2.3 Using the internet to send offensive or harassing material to other users.
 - 4.6.2.4 Downloading commercial software or any copyrighted materials belonging to third parties.
 - 4.6.2.5 Hacking into unauthorised areas.
 - 4.6.2.6 Creating or transmitting defamatory material.

- 4.6.2.7 Undertaking deliberate activities that waste bandwidth or impact significantly upon the efficacy of Institute administration.
- 4.6.2.8 Knowingly propagating any form of computer virus, malware or ransomware.
- 4.6.2.9 Sharing usernames or transferring them to other users; or divulging passwords to others.
- 4.6.3 All students wishing to make use of the internet whilst at Maryvale or the Scottish centre or seeking access to the Institute's resources remotely, are expected to abide by the terms of this policy, which seeks to enable student internet usage which is not only legal and moral, but also reflective of the ethos of Maryvale Institute and the moral and pastoral teachings of the Catholic Church.
- 4.6.4 Students are to be advised that the Institute Firewall detects and reports on attempted access to unacceptable internet sites. Students found to be attempting to access such sites will be dealt with through the Institute disciplinary procedures.

4.6 Social Networking

- 4.7.1 It is recognised that Social Networking Sites (SNSs), such as *Facebook*, *Twitter* etc. are becoming increasingly useful communication tools. Students are, however, advised to use such sites carefully.
- 4.7.2 Whilst the Institute does not wish to inhibit freedom of expression; students are reminded that any libellous, defamatory or personally abusive comments about staff or other students, or the posting of images of individuals without their consent could be viewed as bullying or harassment, and could have legal or disciplinary implications.
- 4.7.3 The Institute will not seek to monitor the use of such sites, but if issues of concern are raised by individuals, it has a duty of care to investigate and take appropriate action. In the first instance this would typically be a request to remove or amend the relevant text or images. However if this request does not lead to a resolution, Maryvale Institute reserves the right to take disciplinary action under the guidelines and regulations in section 7 of these regulations. The individuals concerned might also wish to initiate legal action independently of the Institute.
- 4.7.4 The Institute reserves the absolute right to require students to remove its name from any publicly accessible site should it be concerned that the reference to the institute might in any way be damaging to its public reputation.
- 4.7.5 If students have genuine concerns or complaints about their programme or any other provision from the Institute, the most effective route to having these addressed is to use the established procedures; including raising the issue with their Programme Director, the Academic Registrar, or other members of Institute staff; or through student representation on Institute committees. Students may also use the Institute complaints procedure, details of which can be found in section 8.4 of these regulations or on the Institute website.

4.8 Liability

- 4.9.1 The Institute will not be liable for death or injury to any person attending the premises or for any claims, demands, action, proceedings, damages costs or expenses, or other liability; except where such death, injury or loss is due to the negligence of the Trustees.
- 4.9.2 The Institute will not be liable for damage or loss to any vehicle (including cycles) or its contents whilst using the Institute car park.
- 4.9.3 The Institute will not under any circumstances accept responsibility of liability in respect of damage or loss of any goods, articles or property of any kind brought onto or left at the premises.

5. Assessment

5.1. Introduction

- 5.1.1. The term 'assessment' in these regulations is used comprehensively to incorporate all forms of examination employed to judge that a student has fulfilled all requirements and attained the standard required for the award in question. 'Assessment' in these regulations is also to be defined according to the specific regulations of each programme and is interpreted, in case of dispute, by the relevant Assessment and Examinations Board.
- 5.1.2. Each Institute programme will be subject to its own specific assessment regulations, and to Institute-wide generic regulations with which the programme specific regulations shall be compatible. Thereby each programme handbook contains comprehensive details of the assessment scheme specific to that programme.
- 5.1.3. Assessment in any instance may be:
 - 5.1.3.1. Diagnostic, providing an indicator of a learner's aptitude for a programme of study and possible areas of need;
 - 5.1.3.2. Formative, informing development through providing feedback;
 - 5.1.3.3. Summative, providing a measure of achievement in relation to the learning outcomes in a programme;Or it could be a combination of these.
- 5.1.4. The process of assessment seeks to:
 - 5.1.4.1. Enable students to demonstrate that they have fulfilled the objectives of the programme of study and achieved the standard required for the award they seek.
 - 5.1.4.2. Inform students of the judgment made about the quality of their work;
 - 5.1.4.3. Provide guidance to the student as to how the quality of his/her work may be developed and enhanced;
 - 5.1.4.4. Provide recorded information on which the progression and final decision on a student's fulfilment of a course's objectives may be based.
- 5.1.5. For these reasons students shall be apprised of the assessment processes that will apply within their course.
- 5.1.6. The Board of Examiners shall be responsible for interpreting the assessment regulations for the programme if any difficulties arise; and shall be guided by the Institute's and the validating body's requirements for validated awards, together with good practice in Higher Education.
- 5.1.7. Therefore, an Assessment and Examination Board operating within its terms of reference may not have its academic judgements in themselves, questioned or overturned.

5.2. Principles of assessment

- 5.2.1. All Institute assessment regulations shall seek to relate assessment requirements to the objectives of the programme. Therefore, it is within these programme assessment regulations that Examiners, acting impartially and within methods providing comparability and equity of treatment, are required to formulate their judgments on student performance.
- 5.2.2. In this sense, assessment criteria, processes and judgements should seek to establish the achievement of individual students in fulfilling programme objectives.
- 5.2.3. In order to ensure that these assessed achievements are consistent with national standards for comparable awards, the Institute requires that an External Examiner be associated with all assessments counting towards a validated award.
- 5.2.4. Programme Committees shall monitor the efficacy of programme assessment and examination requirements and processes and all External Examiner comments about these matters shall be reviewed regularly by Programme Committees.
- 5.2.5. Any recommendations to the Academic Board from a Programme Committee for changes to its course's assessment or examination requirements shall be reviewed in the first instance by the Academic Standards Committee, whose comments shall be made available to the Academic Board.
- 5.2.6. In collaboration with the Academic Registrar, Programme Directors are required to ensure that the assessment requirements together with progression regulations for their courses are made known to students.
- 5.2.7. Additionally, students shall be informed about the Institute's 'Academic Appeals' regulations and procedures that relate to the grounds on which requests to Boards of Examiners to review their decisions may be made. See Section 8 of these regulations.
- 5.2.8. It is the responsibility of students to attend examinations and to submit work for assessment as required. If a student fails to attend examinations or submit work for assessment without good cause, the examiners have authority to deem the student to have failed the assessments concerned, see Section 5.14.13-15 (page 34).
- 5.2.9. If a disabled student is unable to be assessed by the methods specified in the assessment regulations, the Institute will examine all possibilities of alternative forms of assessment and examination.
- 5.2.10. The Assessment and Examinations Board will be advised any reasonable adjustments made to the assessment processes via the Programme Director's report to the board. The board will be invited to comment on the appropriateness of the proposed alternative assessment methods, bearing in mind the learning outcomes of the programme and the need to assess the student on equal terms with other students.
- 5.2.11. If special arrangements cannot be made the reasons for this will be communicated in writing to the student. Failure to implement any special arrangements formally agreed would be considered as grounds for an appeal.

5.3. Assignment and examination questions

- 5.3.1. For each degree programme there shall be a sub-committee of its Assessment and Examination Board to determine the suitability of assignments and examination questions and the relationship between them.
- 5.3.2. Each such sub-committee normally consists of three members: the Programme Director and two tutors.
- 5.3.3. The assignment and examination questions shall thence be submitted to the External Examiner for comment and approval before finalisation.

5.4. Submission of assessed work

- 5.4.1. Details of how and when to submit work for assessment can be found in the programme handbook.
- 5.4.2. Instructions for the use of the electronic submission system can be found on the internet, under *Current students/Advice and study skills*.
- 5.4.3. Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.

5.5 Academic Freedom

- 5.5.1 Maryvale Institute is a Catholic foundation, motivated by Catholic faith, and operating as an agency of the Catholic Church. As such, its educational efforts are in the first place directed towards the Catholic community, but it is open also to others outside that community, and indeed is anxious to form links and develop points of contact and mutual understanding with those of other religious traditions.
- 5.5.2 The Institute's principal purpose is to promote systematic reflection on the meaning and implications of the Christian message, according to the Roman Catholic tradition, and on the relationship of that message to the whole realm of human knowledge, life and culture.
- 5.5.3 It approaches this task from a perspective of faith and in the hope of fostering and informing faith. It hopes that its efforts may help to equip Catholic students to engage more fruitfully in the life and mission of the Catholic Church, and that they may assist all students to play a more discerning and constructive role in the life of the society in which they live. Its immediate aim, however, is the promotion among all of a critical understanding of the substance and implications of Catholic faith and of the relationships that exist between this and other fields of enquiry. A necessary aspect of the development of such understanding is the honest examination and evaluation of divergent positions and arguments in a reasoned, responsible and balanced manner. Every enterprise of intellectual enquiry rests upon initial presumptions, whether acknowledged or otherwise. One advantage, in the case of Maryvale, is that such presumptions are clear to all and fully acknowledged. They are moreover themselves open to examination and critique.

- 5.5.4 Maryvale courses are often concerned with elements of a variety of disciplines, in addition to theology – such as philosophy, history, archaeology, sociology, psychology, biology. The aim always is to study each of these elements with due academic objectivity, and in accordance with their own methodologies and principles. This approach accords with that set out in the Declaration on Christian Education of the Second Vatican Council.
- 5.5.5 “In the institutions under its control the Church endeavours systematically to ensure that the treatment of the individual disciplines is consonant with their own principles and with their own methods, and with a true liberty of scientific enquiry.” (“Gravissimum Educationis” 10)
- 5.5.6 Catholic Theology itself operates within certain parameters and according to certain norms. As one of the most important authoritative Church documents concerning Catholic Higher Education observes, 15.4.2.1 “It has proper principles and methods which define it as a branch of knowledge. Theologians enjoy this same freedom so long as they are faithful to those principles and methods.” (“Ex Corde Ecclesiae)
- 5.5.7 The Institute supports the freedom of academic teachers, including teachers of Catholic Theology, to enquire, publish and teach within the norms proper to their discipline. In regard to students, it encourages open enquiry and debate; it makes no attempt at any inquisitorial enforcement of orthodoxy, and while it may well, in assessments and examination, require evidence of accurate understanding of Catholic positions and teachings, it does not base the assessment of students on the perceived conformity of their views with Catholic orthodoxy.

5.6 Intellectual property

- 5.6.1 The general principle is that students who are not in the employment of the Institute will own any intellectual property they create in the course of their studies or research activities.
- 5.6.2 Maryvale keeps copies of theses and dissertation in its Library as a permanent record of research and academic activity at the Institute. At the time of submission of a dissertation or thesis consent will be sought from the student to hold this copy.
- 5.6.3 Students may, if they wish, share their work with their fellow students, however this must be unmarked work only; marks and tutor comments are not the students’ property.
- 5.6.4 Care must be taken when sharing work to avoid the encouragement or facilitation of plagiarism.
- 5.6.5 It is not recommended for students to share their work through Facebook or student forums, this is classed as publishing and may restrict future use of the work.

5.7. Library policy

- 5.7.1. The main purpose of the Institute Library is to support its students and staff in their studies and research. The Library staff are available to help students and staff to maximise their use of the Library resources.
- 5.7.2. Maryvale Library also provides a resource for the diocese. External users wishing to access the library must contact the Librarian in advance to make an appointment. Library facilities for external users are offered on a reference only basis and do not include access to its electronic resources.
- 5.7.3. Students using the Library are expected to respect the right of other Library users to work in peace, without disturbance or interruption. Anyone found to be creating a disturbance will be asked to leave the Library. A report of the incident will be submitted to the Academic Registrar and the student may be subject to disciplinary proceedings.
- 5.7.4. Students are also expected to respect Copyright laws and to follow the instructions of the Library staff when using materials obtained for them, particularly those from other libraries or other outside sources.
- 5.7.5. There are charges associated with obtaining books and materials from outside sources. These charges must be settled by the student on the receipt of the resources.
- 5.7.6. Maryvale Library is primarily a reading library however, where stocks allow, students may borrow books with the agreement of the Library staff. Up to seven books may be borrowed at any one time; on the condition that these are returned on the student's next visit to the Institute (ie. the next study day or residential). Holding on to books for an extended period denies other students access to important and useful resources; therefore failure to return loaned books in a timely manner will result in restrictions being placed on future lending.
- 5.7.7. All outstanding books and materials must be returned before graduation from a programme. Failure to do so may result in the graduate being charged for the cost of replacement(s).
- 5.7.8. A bank of computers and computer points are available in the Library for student use. When making use of these resources students are expected to abide by the general Institute regulations and policies for internet usage.
- 5.7.9. The Library also makes available a photocopier for student use, with the agreement of the Library staff. There will be a small fee per copy sheet to cover the cost of paper and toner; all such fees must be settled immediately.

5.8. Marking and moderation

The individual programme handbooks will explain the marking process specific to each programme.

Moderation policy

- 5.8.1. For all Higher Education courses at the Institute samples scripts are chosen for moderation from across the grades, to a minimum of 25%.
- 5.8.2. All dissertations are subjected to the moderation process.

Moderation procedure

- 5.8.3. The Programme Director is responsible for the day to day moderation of assignments and for the moderation of exams on the programme by sampling academic tutor comments and marks and for general monitoring of the quality of tutoring and grading by members of the Programme Team by reading all 'feedback' tutor sheets. This work of the Programme Director involves:
 - 5.8.3.1. the moderation of scripts for consistency across the programme and for appropriate standards, matching tutor grading against the assessment criteria.
 - 5.8.3.2. monitoring the quality and helpfulness of tutorial feedback from tutors to students, both on the students' scripts and on the 'feedback' report forms
 - 5.8.3.3. providing useful feedback to tutors on their tutoring and grading
- 5.8.4. Should there be a significant difference of opinion between the marker and the Programme Director, this will be brought to the attention of the relevant Examination Board for a final decision.
- 5.8.5. External Examiners may not change the marks of individual students, but should they have concerns about the internal marking and moderation, may recommend either a change to the marks of an entire cohort or that the work be re-marked.
- 5.8.6. In certain circumstances, in the case of students with learning difficulties or disabilities, the student is to be assessed in a manner which takes into account their specific needs.
- 5.8.7. The Institute's Academic Standards Committee will monitor the overall implementation of this process on behalf of the Academic Board.

5.9. Assignment and examinations feedback

Comments on assignments

- 5.9.1 Comments from markers are annotated on the text of each assignment. A brief summary and targets for improvement will appear on the assignment top sheet.
- 5.9.2 If your programme uses Turnitin comments from markers are annotated within the Turnitin Feedback Studio for each assignment. A brief general comment and targets for improvement will appear in the Feedback Studio '@Grading Form'.

Comments on examination scripts

- 5.9.3 Examination markers provide a minimum text, 1 – 2 lines, on each script by way of justification and comment. This goes to the moderator of the scripts and the Assessment and Examinations Board.

Written feedback to students after examinations

- 5.9.4 The grades for the examination and for the year are given to students. Scripts and comments on the scripts are not returned. When an award stage has been reached, eg. HE Certificate or HE Diploma, students receive a transcript of their achievements for that award.

Tutorial feedback

- 5.9.5 Tutorial feedback is available during residential sessions following the examinations, or arranged individually with students by agreement with the Programme Director at the individual student's request.

5.10. Tutorial protocols and safeguarding

For the comfort, support and protection of staff and students Maryvale Institute has set out protocols for the conduct of one-to-one tutorial sessions and has introduced a chaperone system whereby a chaperone may be requested by the student or a member of staff to sit in on such sessions.

Protocols

- 5.10.1. Staff members are expected to develop professional relationships with students. Although such relationships may require a strong element of pastoral care, it is important to maintain a level of professional distance. Under no circumstances are staff allowed to share their personal contact details or those of others with students.
- 5.10.2. All one-to-one tutorials (or other one-to-one student/staff meetings) must be held in a ground floor space. Suitable rooms would be the Bromwich, Newman or Dwyer rooms, the small lecture hall, or a quiet corner of the Couve de Murville room.
- 5.10.3. Computer and network access is available in the Bromwich room and the lecture halls if required.
- 5.10.4. The door to the room must remain open and the users of the room must sit far enough into the room to be seen but not heard by passers-by.
- 5.10.5. It is recommended that the tutor and student sit across a desk from each other; with the student seated nearest to the exit.
- 5.10.6. The student should make a note of the key points discussed during the tutorial to share with the tutor either at the conclusion of the tutorial or shortly thereafter, to form part of the student's personal development. The

notes would then be referred to at the next tutorial to clarify areas of improvement or those still in need of development.

- 5.10.7. Either party has the right to terminate a tutorial if he/she feels uncomfortable. The reason(s) for the termination must be made clear to the other party at the time and a record made of the event, to be kept on the student file.
- 5.10.8. If both parties believe it would be helpful, an attempt should be made to put right any disagreements through discussions in the presence of a third party. If successful, the student/tutor relationship can continue.
- 5.10.9. If the third party discussion is either not agreed to or is unsuccessful the tutorial would need to be re-arranged with a different tutor and/or the presence of a chaperone.

Chaperones

- 5.10.10. Through the application process potential students will be advised of the possibility to have a confidential chaperone sit in during one-to-one tutorials or student/staff meetings and will be asked to indicate whether or not they wish to take up this offer. They may also make this request at a later stage in their studies in the circumstances in point 5.10.9 above or point 5.10.11 below.
- 5.10.11. It may be possible, as part of reasonable adjustments, for a student with a declared disability to have a chaperone to support him/her by taking notes on his/her behalf during the tutorial.
- 5.10.12. If the request is made via the application process the identity of the chaperone will be agreed at, or shortly after, the first residential session; once the student has had opportunity to get to know the staff and his/her fellow students.
- 5.10.13. Students requesting a chaperone later in their studies must submit a request to the Programme Administrator or the Accessibility Co-ordinator and make appropriate suggestions for two people who could fulfil this role. The student must not suggest potential chaperones without first speaking to the person(s) to confirm that he/she would be willing and able to fulfil the role.
- 5.10.14. The Programme Administrator or Accessibility Co-ordinator will discuss the requirement and names suggested with the Programme Director and a nominated chaperone will be agreed.
- 5.10.15. Tutors requesting a chaperone must first discuss the requirement with the Programme Administrator; unless the tutor is the Programme Director, in which case he/she can make his/her own arrangements.
- 5.10.16. The chaperone may be:
 - 5.10.16.1. another tutor
 - 5.10.16.2. a member of the academic staff
 - 5.10.16.3. a member of administrative staff
 - 5.10.16.4. a fellow student of the tutee's choice.

- 5.10.17. The nominated chaperone would be approached by the Programme Administrator, or the Accessibility Co-ordinator, on the student's or tutor's behalf to seek agreement to take on the role.
- 5.10.18. Once the chaperone is agreed the Programme Administrator or the Accessibility Co-ordinator will confirm the appointment to all involved.
- 5.10.19. The chaperone would be bound by a confidentiality agreement signed at the outset of the arrangement.
- 5.10.20. It is the responsibility of the person who made the request for the chaperone to advise him/her of the dates and times when he/she will be needed.
- 5.10.21. Unless specifically asked to speak and/or note take as part of additional support arranged for students with declared disabilities, the chaperone's role would be to observe only; he/she would not be expected to pass comment on the student's progress or on the tutor's considered comments on the student's work.

5.11. Policy on Late Assignments

- 5.11.1. The importance of meeting deadlines for submitting assignments cannot be over-emphasised. The discipline of doing so is an essential part of all academic courses, and is a particularly important aspect of distance-learning degree programmes, in that the effort to meet deadlines assists the student in developing regular patterns of study.
- 5.11.2. It must also be said that once a student begins to miss deadlines and falls behind with work, it becomes increasingly difficult to do justice to the programme. Assignments are inevitably rushed in the attempt to make up for lost time. Once one assignment is late, the next tends to be as well, making it difficult to return to a steady pattern of study. Moreover, the learning which takes place on the degree programme is sequential and this feature is lost if a student is trying to write two assignments more or less simultaneously in an attempt to catch up with work.
- 5.11.3. For these reasons, then, and also to ensure the smooth running and administration of the course, it is important that there are clear guidelines concerning assignment deadlines.
- 5.11.4. Students must do their utmost to submit all their work by the assignment deadlines. Failure to do so disrupts not only their own study patterns but also the workloads and working patterns of the Programme Team and Markers.
- 5.11.5. Course work shall not normally be accepted beyond this final deadline set in any academic year. Permission to submit after the deadline may only be granted by the Programme Director for medical, compassionate or other serious reasons on the provision of corroborating evidence (eg. medical certificate) and on submission of assignment deadline extension request form available on the website – see page 31.
- 5.11.6. The Programme Director may, at his or her discretion, grant an extension subject to the penalties shown below.

5.11.7. Any extension of more than two-thirds of the time to the deadline for the next assignment shall not normally be granted without a revised timetable for that student's remaining assignments being agreed.

5.11.8. Work submitted late without permission being given shall incur the following penalties:

5.11.8.1. Up to one week lowest mark within the grade given

5.11.8.2. One to three weeks lowest mark one grade below that given (for example one grade below = reduction from a B grade to a B-, or a C+ to a C)

5.11.8.3. Three to five weeks lowest mark two grades below that given

5.11.8.4. Over five weeks lowest mark three grades below that given

OR, for OU validated programmes:

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

5.11.8.6. Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

5.11.9 The Programme Director will contact any student who fails to submit an assignment. A student who fails to submit three consecutive assignments without explanation will be deemed to have withdrawn from the programme.

ASSIGNMENT/ESSAY DEADLINE EXTENSION REQUEST FORM**Email to: PROGRAMME DIRECTOR/ADMINISTRATOR**

Please note any request for an extension to an assignment / essay submission deadline must be made in advance of the scheduled deadline.

Student Name:	Date of request:
Course/Programme:	Year group:
Assignment/Essay No:	Scheduled deadline:
Email address:	
<i>Boxes below will expand as you type</i>	
Reason for request: Please give details of your reason for requesting an extension to the assignment/essay deadline.	
Submission plan: Please indicate clearly when you plan to submit the assignment /essay	
I understand that requesting an essay extension may impact on further essays to be completed.	
Requester's signature:	
Extension approved Yes / No If no, please indicate reason below	Length of extension granted:
	New submission date:
Reason for decline:	
Name:	Date:
Signature:	
Admin Office to Complete	
Date marker notified:	Date student notified:

5.12 Assignments which exceed the word length

- 5.12.1 It is important that assignments submitted by students are of a standard length, both because of the importance of writing with clarity, precision and conciseness, and because of the need to ensure comparability in terms of student assessment.
- 5.12.2 The expected word length for assignments is specified in programme handbooks
- 5.12.3 Assignments should include a word count. Footnotes are not included in the word count unless they are discursive rather than referential. Bibliography and quote references are not included in the word count.
- 5.12.4 Assignments which exceed the word length by anything up to 10% are acceptable.
- 5.12.5 Assignments which exceed the word length by more than 10% must be agreed beforehand with the Programme Director. The Programme Director will agree to this only in certain circumstances – for example, where necessary appendices form part of the assignment; eg. Lesson plans or schemes of work or supporting empirical data in some MA material.
- 5.12.6 If a student submits work which exceeds the word length by more than 10% without prior permission being gained from the Programme Director, the academic tutor will deduct marks from the work at the rate of 1% for every 100 words over the limit.

5.13 Minimum requirements

- 5.13.1 To obtain an award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.
- 5.13.2 The minimum aggregate pass marks for awards are:
 - 40% for undergraduate programmes
 - 50% for postgraduate programmes.
- 5.13.3 These minima apply to assessments, modules, stages and qualifications.

Assessment scores

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

% Scale Score	Performance Standard
70+ (A- to A+)	Excellent pass (1 st Class (Hons))
61-69 (B to B+)	Very Good pass (Upper 2 nd Class (Hons))
53-60 (C+ to B-)	Good Pass (Lower 2 nd Class (Hons))
45-52 (C- to C)	Pass (3 rd Class (Hons))
40-44 (D)	Borderline Pass
0-39 (E)	Fail

5.13.5 All postgraduate assessment will be marked on a percentage scale of 0-100. Taught postgraduate awards may include merit and/or distinction classification.

% Scale Score	Performance Standard
70+ (A- to A+)	Distinction
60-69 (B- to B+)	Merit
50-59 (C- to C+)	Pass
0-49 (D)	Fail

5.13.6 The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation).

5.14 Determining outcomes

Module outcomes

- 5.14.1 The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification and published in the programme handbook.
- 5.14.2 In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the programme handbook
- 5.14.3 A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the programme handbook.

Progression and qualification outcomes

- 5.14.4 The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification.
- 5.14.5 Honours degrees are classified as:
 - First class Aggregate mark of 70% or above
 - Upper Second class Aggregate mark between 61% and 69%
 - Lower Second class Aggregate mark between 53% and 60%
 - Third class Aggregate mark between 45% and 52%

Stage requirements

- 5.14.6 Each stage of an undergraduate programme, ie. HE Certificate and HE Diploma is expected to consist of a total of 120 credits; usually completed over two years part time study.

- 5.14.7 In order to complete and pass a stage of a programme, a student must acquire the total credit set out in the programme specification at the approved qualification level for the award, or have been exempted through advanced standing.
- 5.14.8 Where a student fails a module, the following may apply in the first instance:
- 5.14.9 Resit (see page 40) – a second attempt at an assessment component following a failure at first attempt.
- 5.14.10 Compensation (see 5.14.16 below) – the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.

Borderlines

- 5.14.11 The Assessment and Examination Board for each programme has its own established regulations for the identification and resolution of borderlines.
- 5.14.12 In general, where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

Failed assessments

- 5.14.13 No work which has passed can be re-submitted in order to improve a grade.
- 5.14.14 Every student has the right to re-submit failed work once. Further resubmissions in the case of students studying for credits and awards up to and including level 6, are at the discretion of the relevant Assessment and Examinations Board.
- 5.14.15 On re-submission the highest grade that can be achieved is 'PASS'.

Compensation

- 5.14.16 Unless otherwise stated in the programme specification, compensation will be applied when the following conditions are met:
- 5.14.17 No more than 20 credits, or one sixth of the total credits, whichever is greater, can be compensated in any one stage of an undergraduate or postgraduate programme. (Compensation is not permitted for modules within awards of less than 120 credits in total.)
- 5.14.18 It can be demonstrated that the learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.
- 5.14.19 A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
- 5.14.20 Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate.

- 5.14.21 In the case of postgraduate programmes, taking the module mark to be compensated into account, an aggregate mark of 50% has been achieved.
- 5.14.22 No compensation shall be permitted for any core project/dissertation module, as defined in the programme specification.
- 5.14.23 A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

5.15 Sitting examinations

- 5.15.1 No candidate may sit for an examination unless all coursework for the subject in which the examination is being taken has been completed.
- 5.15.2 Students wishing to sit examinations must submit their entry forms by the deadline date stated: normally the end of February. Failure to submit the entry form in time may result in the student not being entered for the examination.
- 5.15.3 Under certain circumstances any candidate who is unable to take an examination on the date given in the programme calendar may apply to the Examinations Administration Committee in advance to be allowed to sit the examination on the date allocated for resit examinations.
- 5.15.4 In order to ensure justice for all students, permission for deferral of an examination sitting will only be granted for medical, compassionate or other serious reasons and not for the simple reason of non-completion of work. Requests for such permission will require the provision of corroborating evidence (eg. medical certificate).
- 5.15.5 The application to defer the sitting of the examination must be submitted to the Examinations Secretary in writing by the deadline given on the examination entry form.
- 5.15.6 Examinations can only be taken on either the set date or the date of the resit examinations. Any candidate who fails an examination which is being taken for the first time on the date of the resit must wait until the following year's examination date to resit that examination.
- 5.15.7 Should a candidate find him/herself unable to attend an examination due to illness or emergency he/she must contact the Institute to inform the Examinations Secretary as soon as possible, preferably at least one hour prior to the examination start time if circumstances allow.

Examination centres

- 5.15.8 Students from within the British Isles are expected to sit their examinations at Maryvale or, by prior arrangement with the Examinations Secretary, at one of the following centres; London, Scotland, Dublin, Portglenone.

- 5.15.9 In exceptional circumstances, a candidate from the British Isles who is unable to take his/her examinations at one of the approved centres listed above, may apply to the Examinations Administration Committee to be allowed to sit at a specially arranged centre; agreed with the Examinations Secretary. The setting up of additional centres incurs additional costs for the Institute; therefore permission will only be given for very serious reasons.
- 5.15.10 Centre arrangements for students from outside of the British Isles are made with the Examinations Secretary, by approval of the Examinations Administration Committee.
- 5.15.11 Any student failing to attend an examination at a specially arranged centre will be charged a cancellation fee of £25.

Conduct in the examination room

- 5.14.12. Candidates are expected to comply with the instructions of the invigilator.
- 5.14.13. Candidates must have their student ID card with them in the examination room, to be shown to the invigilator on request.
- 5.14.14. No books, materials, notes or equipment which have potential to provide unauthorised assistance to the candidates in the exam are allowed in the examination room. (Equipment includes mobile phones and “smart” watches.) All bags, coats etc must be left at the front or back of the room, as instructed by the invigilator.
- 5.14.15. Apart from still water in a clear container, no food or drink is allowed in the examination room, unless by prior arrangement with the Examinations Secretary on the grounds of health or wellbeing.
- 5.14.16. Candidates are not permitted to have a pencil case or other such container on or near their examination desk.
- 5.14.17. Candidates are not allowed to speak or attempt to speak to each other in the examination room, or to behave in a manner likely to disturb others.
- 5.14.18. Candidates are not allowed to remove exam scripts or question papers from the examination room.

Students with learning difficulties or disabilities

- 5.15.19 Students with SpLD or disabilities requiring additional support will be assessed in line with the arrangements agreed in their ‘Learning Support Agreement’.
- 5.15.20 The Accessibility Co-ordinator will liaise with the student and the Examinations Secretary and present a proposal of reasonable adjustments concerning examinations to the Examinations Administration Committee, so that any changes to the original method of examinations agreed may be considered and so that the method may be monitored.
- 5.15.21 The Institute will assist the student within the framework of assessment as far as is possible, providing that any alterations to the standard method of examination are accepted by the Examinations Administration Committee .

Special arrangements for examinations

- 5.15.22 Examinations will normally be hand written. Any student for whom this causes serious difficulties and who wishes to use a computer or to have the services of an amanuensis must notify the Examinations Secretary and submit evidence to the Accessibility Coordinator by the deadline date for submission of entry forms for examinations (usually a date in February), for the application for special arrangements to be considered by the Examinations Administration Committee.
- 5.15.23 The candidate applying for special arrangements must provide written evidence of the medical need for such arrangements.

Use of computers

- 5.15.24 Where possible, the computer and the means of saving the work (disk or memory stick) will be provided by the Institute. Students are not allowed to use their own computer, unless in exceptional circumstances agreed with the Examinations Secretary well in advance of the examination.
- 5.15.25 A student will only be allowed to use his/her own computer if it holds specific essential assistive technology in the case of SpLD or disability, he/she must certify in writing that no material is stored on the computer which could give them an unfair advantage and must submit the computer to an officer of the Institute for checking at least 24 hours before the start of the examination.
- 5.15.26 Printing of hard copy does not constitute part of the examination time allowance and should be carried out by the invigilator immediately after the examination is finished.

Amanuensis

- 5.15.27 The candidate will be set up in a room separate to the other examinations and may be given an additional time allowance, by the agreement of the Examinations Administration Committee.
- 5.15.28 If permission is given for the use of an amanuensis at a centre other than Maryvale, there must be present, in addition to the amanuensis, an independent invigilator, who must have been approved by the Institute.
- 5.15.29 When taking dictation from the student the amanuensis is to write exactly what is dictated, including punctuation.
- 5.15.30 An amanuensis may not speak, except to ask the candidate for confirmation of what was said.
- 5.15.31 An amanuensis should not, through writing, gestures or by any other means; give factual help, offer suggestions, or give advice on how to organise responses.
- 5.15.32 Candidates using an amanuensis will be allowed to take a drink into the examination room; plain water in a clear vessel.
- 5.15.33 Candidates are advised to check the answer sheets before handing them in. This must be done within the examination time allowance.

Dictating examination answers onto a recording device

- 5.15.34 In certain circumstances permission may be granted for a candidate to record his/her answers on to a recording device. As with other special arrangements, this permission will be given only with the agreement of the Examinations Administration Committee.
- 5.15.35 This option should only be used after careful consideration; although it allows the candidate to dictate at his/her own pace, it requires organised thinking and it can be difficult to make changes to a recorded answer.
- 5.15.36 The candidate will be set up in a room separate to the main examinations, in the presence of an Institute approved invigilator.
- 5.15.37 Recording equipment will be provided, along with note paper and instructions for the use of the recording equipment.
- 5.15.38 The candidate should arrive 15 minutes before the start of the examination in order to familiarise him/herself with the equipment. The candidate will not be allowed to view the examination paper during this preparation time.
- 5.15.39 Candidates will be allowed to take a drink into the examination room, plain water in a clear vessel .
- 5.15.40 Any notes drafted by the student will be collected by the invigilator and sent to the marker along with the recording.

Oral examinations

- 5.15.41 Increasingly oral examinations feature as part of the assessment strategy on Maryvale programmes. General regulations for the conduct of oral examinations are set out below. (NB: The B.Div programme has oral examinations related to specific elements of the coursework; regulations for these can be found in the programme handbook.)
- 5.15.42 In addition, in exceptional circumstances, an Assessment and Examinations Board may judge that an oral examination may be advisable in addition to or instead of a written examination; this may be required for one of the following reasons:
 - 5.15.42.1 to confirm the progression/result status of a student;
 - 5.15.42.2 to determine the result status of unusual or borderline cases;
 - 5.15.42.3 when there is conflicting evidence from the various assessment components;
 - 5.15.42.4 as an alternative or additional assessment in cases where poor performance in assessment is the result of exceptional circumstances verified through due processes.
 - 5.15.42.5 (in the case of illegible examination scripts see 5.15.53 below)
- 5.15.43 The Programme Director will prepare a number of questions to be submitted to the External Examiner for approval.

- 5.15.44 All oral examinations must be invigilated by a third party; the role of this invigilator is to:
- 5.15.44.1 Ensure that the examination, and the preparation for it, is conducted fairly, in accordance with Institute regulations and procedures;
 - 5.15.44.2 Remain impartial throughout the examination; the invigilator does not contribute in any way to the examination or assessment procedures;
 - 5.15.44.3 Take notes on the conduct of the examination as appropriate, these notes should be retained by the invigilator and made available in the event of an appeal;
 - 5.15.44.4 Complete a report to be submitted to the Assessment and Examinations Board following the examination to confirm that correct procedures were observed at all times. This report is filed securely with the papers from the Assessment and Examinations Board;
 - 5.15.44.5 Provide testimony to the conduct of the examination should an allegation of irregularity be made.
- 5.15.45 The student is provided with a list of topics in the form of questions 15 minutes in advance of the examination.
- 5.15.46 The student selects the requisite number of questions to answer from the list.
- 5.15.47 The time allowed for an oral examination is one quarter of that allowed for a written examination; eg. an hour long written examination would translate into a 15 minute oral examination.
- 5.15.48 The candidate will prepare in a room separate from that in which the examination will take place, in the presence of the invigilator. Paper and pens will be provided.
- 5.15.49 The candidate may take no more into the preparation room than is normally allowed into a written examination, apart from 5.15.50 below.
- 5.15.50 The candidate may take into the examination room any notes made during the 15 minutes preparation time.
- 5.15.51 The candidate will be assessed according to the usual assessment criteria for the programme.
- 5.15.52 The examiner will record comments and marks on an assessment sheet which is submitted to the Assessment and Examinations Board, and archived with other work.

Illegible examination scripts

- 5.15.53 Legibility of handwriting is the responsibility of the student. Markers should be able to read an examination script with reasonable effort.
- 5.15.54 If a script is difficult to decipher, the marker may deduct up to 5% of the marks allotted for it.
- 5.15.55 Scripts that prove too difficult to read will be referred back to the Institute by the marker for a second opinion.

- 5.15.56 In a case of poor handwriting the student will be approached by a member of institute staff to ascertain if there is a medical reason for the problematic writing. If a medical reason is claimed, evidence of this will need to be submitted to the Accessibility Co-ordinator; who will then discuss with the student what reasonable adjustments might be possible.
- 5.15.57 If there is no certified medical reason the student will need to get the script(s) transcribed at his/her own cost.

Resit provision

Resit provision is subject to all of the following conditions:

- 5.15.58 A student may resit the failed assessment components of a module only once.
- 5.15.59 Where there are extenuating circumstances, the Board of Examiners has discretion to decide whether a further assessment opportunity shall be permitted, unless explicitly prohibited in the rules for the programme, as approved in the validation process.
- 5.15.60 A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- 5.15.61 Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
- 5.15.62 A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.
- 5.15.63 Resit examinations are normally taken at Maryvale. There is an administrative charge of £25 per student for resit examinations.
- 5.15.64 In exceptional circumstances a candidate may apply to resit an examination at a centre other than Maryvale.
- 5.15.65 All such requests are considered by the Examinations Administration Committee.
- 5.15.66 There will be a nominal charge for setting up a resit centre which will be a minimum of £100 and normally no more than £150, dependent on the individual centre.

Options for the repeat of study

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

Partial repeat as fully registered student:

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

- 5.15.69 The student has full access to all facilities and support for the modules and/or components being repeated,
- 5.15.70 The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
- 5.15.71 The student retains the marks for the modules and/or components already passed,
- 5.15.72 No further resit opportunities are permitted.

Partial repeat for assessment only:

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

Full repeat:

- 5.15.74 This is only permitted where the student has extenuating circumstances;
- 5.15.75 The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,
- 5.15.76 The student has full access to all facilities and support,
- 5.15.77 The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.
- 5.15.78 Where resit, compensation and repeat opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in Section 5.16 below.

5.16 Provision for exit awards

Provision is made for exit awards at intermediate stages, for which clear learning outcomes are stated and laid out in the programme specifications and published in the programme handbooks.

5.17 Posthumous and Aegrotat awards

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

- 5.17.3 Posthumous awards are permitted for all programmes. The classification for such awards is based on past performance and recommendation by the Assessment and Examination Board to the validating body.

5.18 Extenuating circumstances

The Institute recognises that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment.

Examinations

- 5.18.1 Under certain circumstances any candidate who, for serious reasons, is unable to take an examination on the date given in the programme calendar may apply to the Examinations Administration Committee in advance to be allowed to sit the examination on the date allocated for resit examinations.
- 5.18.2 In order to ensure justice for all students, permission for this will only be given for medical, compassionate or other serious reasons and not for the simple reason of non-completion of work.
- 5.18.3 The application to defer the sitting of the examination must be submitted to the Examinations Secretary in writing by the deadline given on the examination entry form.
- 5.18.4 Medical evidence submitted in support of a claim for extenuating circumstances should be provided by a qualified medical practitioner and will be verified by the Institute.
- 5.18.5 Examinations can only be taken on either the set date or the date of the resit examinations. Any candidate who fails an examination which is being taken for the first time on the date of the resit must wait until the following year's examination date to resit that examination.
- 5.18.6 Should a candidate find him/herself unable to attend an examination due to illness or emergency he/she must contact the Institute to inform the Examinations Secretary as soon as possible, preferably at least one hour prior to the examination start time if circumstances allow.
- 5.18.7 Upon receipt of recommendations from the Examinations Administration Committee, the Board of Examiners will decide whether to:
- 5.18.7.1 provide a student with the opportunity to take the affected assessment(s) as if for the first time i.e. a 'sit' or 'submit', allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap;
 - 5.18.7.2 determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;

- 5.18.7.3 note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.
- 5.18.8 The Board of Examiners, depending on the circumstances, may exercise discretion in deciding on the particular form any reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.
- 5.18.9 The module marks released following the meeting of the Board of Examiners should clearly identify results where extenuation has been considered and applied.
- 5.18.10 If a student fails, without good cause, to provide the responsible body with information about extenuating circumstances within the timescales specified the Examinations Administration Committee has authority to reject the request on those grounds.

Residentials

- 5.18.11 If for medical, compassionate or other serious reasons a student is unable to attend a particular residential, he/she should explain the situation to the Programme Director, who will decide whether or not the student is to be exempted on that occasion.
- 5.18.12 In such cases all reading and assignments set at the residentials are to be completed by the student within the normal timescales unless otherwise agreed by the Programme Director.

6. Boards of Examiners

6.1 Introduction

- 6.1.1. For every programme there will be a Board of Examiners whose constitution and membership is approved by the Academic Board on an annual basis.
- 6.1.2. The approved Board of Examiners is accountable to the Academic Board for the fulfilment of its terms of reference.
- 6.1.3. The terms of reference of each approved Assessment and Examination Board of Examiners (referred to below as the BofE) shall accord with the approved regulations for the programme and must include the appointment of an External Examiner approved through procedures acceptable to the validating body.
- 6.1.4. This Board of Examiners is authorised to determine the progression of students in accordance with approved assessment regulations and to recommend progression or the conferment of validated awards upon students who, in the judgement of the Board, have fulfilled the objectives of the approved programme and achieved the standard required for the award. All decisions related to a student's progression, final results, and awards, will be approved by this Board of Examiners.
- 6.1.5. No recommendation for the progression of a student or for the conferment of an award will be valid without the signed agreement of the External Examiner(s), the Chair of the Board of Examiners and the Academic Registrar (or nominee).
- 6.1.6. No other body has authority to recommend conferment of an award or progression, nor to amend the decision of an approved and properly constituted Board of Examiners acting within its terms of reference and in accordance with the regulations for the programme of study. A Board of Examiners may, however, be required by the Academic Board to review a decision, or may have that decision annulled under the Appeals procedure.

Board of Examiners Terms of Reference

Board Responsibilities

- 6.1.7. to receive a report from the Examinations Secretary on the conduct of the examinations and other forms of moderated assessment;
- 6.1.8. to consider reports on the monitoring of tutor-marked assignments, examinations, student portfolios and dissertations;
- 6.1.9. to receive comments on the conduct of examinations/assessment from the External Examiner;
- 6.1.10. to approve examination/assessment mark lists and to pass such lists to the Academic Board;
- 6.1.11. to make recommendations under regulations approved by the Academic Board concerning awards on each course;

- 6.1.12. to receive a report on student admissions and to approve any exemptions and advanced standing;
- 6.1.13. in the case of individual students to consider medical or other evidence for special consideration under a code of practice approved by the Academic Board;
- 6.1.14. to agree guidelines for the conduct of examinations and other forms of assessment and for moderation within all approved academic courses (with the exception of research degrees), and where appropriate to liaise with the research degrees committee regarding the conduct of examinations in this programme;
- 6.1.15. to agree procedures for the marking of assessed work and for its moderation under a code of practice approved by the Academic Board;
- 6.1.16. To undertake any other examination/assessment functions for a particular award;
- 6.1.17. To monitor longitudinal trends across successive cohorts with a view of monitoring continued maintenance of academic standards;
- 6.1.18. To make a written report to the Academic Board on the work of the Assessment and Examinations Board and to make recommendations for the conduct of the moderated assessment on the course.

Membership

- 6.1.19. The Chair of the Board of Examiners will be a senior member of staff, commonly a Programme Director, not directly involved in the delivery of the programme/subject area or the assessment of students in the programme or subject area considered by the Board of Examiners.
- 6.1.20. The membership of each BofE will consist of:
 - The Programme Director(s) and members of the programme academic staff;
 - The External Examiner (In the case of resit boards, the External Examiner may take part in the meeting via conference call or *Skype* link);
 - The Academic Registrar (or nominee) acting with the authority of the Secretary to the Academic Board – is appointed as Secretary to the Board of Examiners;
 - The Examinations Secretary (where appropriate);
 - The Accessibility Co-ordinator (where required);
 - As required, representatives of the validating body will be in attendance at any examination board at which final awards are to be considered.
- 6.1.21. Under no circumstances may any student be a member of, or attend, a Board of Examiners.

Roles and responsibilities

- 6.1.22. The External Examiner's role is to ensure that all recommendations to the Academic Board, either about student progression or awards have been reached by means that accord with the Institute's, and the validating body's assessment requirements, and with normal practice in Higher Education.
- 6.1.23. The Academic Registrar (or nominee) as Secretary to each BofE, with the support of the programme Administrator, shall ensure that arrangements are in place to serve the administrative needs of the Boards and to maintain detailed and accurate records of each Board's proceedings.
- 6.1.24. The Examinations Secretary provides the BofE with a report on:
- The conduct of the examinations, including a list of candidates by centre and a list of centres together with the details of invigilators;
 - Instructions to invigilators, and guidelines for the conduct of the examinations at each centre;
 - Any problems and any circumstances which might have affected candidates' performances either as individuals or as a whole;
 - Any allegations raised by invigilators regarding attempts by any student to use unfair means in the assessment;
 - Any special arrangements made for students for any or all of the assessments.

Declaration of interest

- 6.1.25. At the beginning of the meeting of the Assessment and Examination Board for each programme any member of the Board who has a personal interest in, involvement with or relationship to any of the students being assessed shall declare it.

External Examiners

Rights and responsibilities

- 6.1.26. The role of the External Examiner is to ensure that justice is done to the individual student and that appropriate academic standards are maintained.
- 6.1.27. External Examiners are required to:
- 6.1.27.1. Judge students impartially on the basis of the work submitted for assessment.
 - 6.1.27.2. Take account of the course's assessment standards in comparison with those generally upheld in similar courses of higher education elsewhere.
 - 6.1.27.3. Approve the form and content of all proposed methods of assessment that count towards the award in question, including any alternative assessments and adjustments made for students with learning difficulties or disabilities.

- 6.1.27.4. Be consulted about and approve any proposed changes to the assessment regulations which will directly affect students on the programme.
- 6.1.27.5. Attend meetings of the Assessment and Examinations Board at which decisions on recommendations for awards are made and ensure that such decisions have been reached in accordance with the approved programme regulations, the validating body's requirements and normal practice in higher education.
- 6.1.27.6. Have access to all assessed work and see the work of all students proposed for the highest and lowest categories, together with samples of the work of students in each of the categories, in order to monitor the consistency in standards across the categories of award.
- 6.1.27.7. External Examiners may not change the marks of individual students, but should they have concerns about the internal marking and moderation, may recommend either a change to the marks of an entire cohort or that the work be re-marked.
- 6.1.27.8. Have the right to meet students and, when appropriate, conduct a viva voce examination.
- 6.1.27.9. Endorse in writing the recommendations of a Board of Examiners to the Academic Board for the conferment of awards, and the progression of students. This endorsement, indicated by the External Examiner's signature, is taken to imply that examination and assessment processes have been carried out satisfactorily in accordance with the requirements of natural justice and as specified in programme and institutional regulations and guidelines, unless an opinion is explicitly stated to the contrary at the meeting of the Board of Examiners. The External Examiner's signature also limits all further consideration of marks or awards except in the case of a formal appeal.
- 6.1.27.10. Participate as required in any review of decisions about individual students' awards taken during their period of office.
- 6.1.27.11. Report to the Academic Board, within four weeks of the final meeting of the Board of Examiners, on the efficacy of the assessment and examination methods adopted by the Board of Examiners; together with any other matters that concern the maintenance of appropriate standards of the course.

External Examiners' reports

6.1.28. The External Examiner will submit an annual report for the Academic Board and, if required, for the validating body, no later than four weeks following the final meeting of the Assessment and Examinations Board at which awards are decided. This annual report takes into account the headings and content of the report pro-forma supplied by the Institute that should provide the Board and the validating body with an external and comparative opinion concerning:

- The overall performance of students in relation to their peers on comparable programmes;
- The strengths and weaknesses of students;
- The quality of knowledge, understanding and skills demonstrated by students, taking into account any agreed subject benchmarks and the national qualifications framework;
- The structure, organisation, design, marking and fairness of assessments;
- The quality of programme teaching, including teaching materials, as indicated by student performance;
- Any implications from the assessments regarding curriculum, resources and teaching methods;
- Feedback on whether and how previous issues raised have been addressed;
- Any recommendations arising from the assessments.

The Institute's responsibilities to External Examiners

6.1.29. In order to complement and underwrite the work and responsibilities of the External Examiners the Institute undertakes to:

- 6.1.29.1. Inform External Examiners of official actions taken in response to their reports. Reports are considered by the Programme Director and his/her Programme Committee, as part of the annual monitoring cycle of the programme; the analysis of the External Examiner report and proposed action arising from it appears in the annual monitoring report which is formally considered by the Institute's Academic Standards Committee and Academic Board.
- 6.1.29.2. Forward to the validating body, with the annual monitoring report, a copy of the Institute's responses to each External Examiner's report. If an examiner's report raises questions which call in to question the quality of the programme or the standard of the award, the Academic Board shall ensure an immediate account of the measure being put in place to consider the issues and identify and rectify deficiencies.

7. Misconduct

- 7.1. Maryvale Institute expects its students to conduct themselves in a manner consistent with that normally associated with a community of learning and scholarship, respecting the ethos of the Institute.
- 7.2. The Institute defines three categories of misconduct: academic misconduct, misconduct in examinations and behavioural misconduct; definitions for each are found below. Misconduct in any of the three categories is handled through the same processes, as outlined below, dependent on the seriousness of the offence.

Action to be taken

- 7.2.1. Suspicion of misconduct on the part of any student must be reported by the relevant member of staff to the Academic Registrar.
- 7.2.2. For misconduct in the examination room, the invigilator will make a report, complete with evidence, to the Examinations Secretary (unless the Examinations Secretary has observed the misconduct, in which case she would draft the report herself). The full report will then be passed to the Academic Registrar.
- 7.2.3. Together, the Academic Registrar and the appropriate Programme Director will make an assessment on the nature and seriousness of the offence.
- 7.2.4. The student will be notified of the allegation in writing (by email or by 1st class letter from the Academic Registrar), provided with copies of any relevant evidence and advised of how the Institute intends to deal with the case (ie. as minor or major).
- 7.2.5. The student will be asked to provide a response to the allegation and evidence within 5 working days, unless he/she can provide a reasonable explanation for any delay.

Minor misconduct

For example, a first or minor incidence with limited impact, or it is considered that academic misconduct is more a case of poor academic practice.

- 7.2.6. The Programme Director will consider the report of the allegation, the evidence and the student response. In these considerations the Programme Director may speak to all involved, including telephoning or meeting with the student.
- 7.2.7. If no case of misconduct is found the Programme Director will inform the Academic Registrar who will issue the student with a completion of procedures letter.
- 7.2.8. If the Programme Director decides, on the balance of probability, that an offence has been committed he/she will counsel the student, offering advice on how to avoid any repeat offence.
- 7.2.9. If he/she feels it appropriate the Programme Director may impose penalties as described under the relevant section 7.4, 7.5.20 or 7.6.9.

- 7.2.10. The outcome and any penalties incurred will be confirmed in writing by the Academic Registrar and a record of the offence, any warning or advice given and any penalties imposed will be held on the student file.
- 7.2.11. The student will be advised of his/her right to appeal. The appeal should be received within 10 working days, using the process as set out in section 8.
- 7.2.12. If no appeal is submitted within the time limit the Academic Registrar will issue a completion of procedures letter.

Major misconduct

- 7.2.13. Examples of major misconduct would be (this list is not exhaustive, but intended to provide examples only):

- Repeated incidents of misconduct of any kind;
- Significant, intentional plagiarism;
- Falsification or impersonation;
- Serious breach of regulations;
- Behaviour causing significant disruption.

For serious cases of misconduct or disruptive behaviour the student may be asked to leave the premises. (If the disruption takes place during examinations the student will forfeit any marks to be awarded.)

- 7.2.14. In the case of serious disruption, the Programme Director may decide to recommend to the Academic Dean, or the HIRS Director for students of HIRS programmes, that the student should be suspended until the case can be considered.
- 7.2.15. The student will be advised by the Academic Registrar that evidence will be presented to the Student Disciplinary Committee for consideration.
- 7.2.16. The Student Disciplinary Committee will comprise:

7.2.16.1. For academic misconduct

- Two internal members of the Academic Board not associated with the case or with the programme on which the student is studying, one of whom will chair the committee;
- One student rep from a programme other than that of the student in the case;
- The Academic Registrar will act as secretary

7.2.16.2 For behavioural misconduct

- One member of the Senior Management Board not previously associated with the case, who will chair the committee;
- One internal member of the Academic Board not associated with the case or with the programme on which the student is studying
- One student rep from a programme other than that of the student in the case (this cannot be the student member of the Maryvale Council;
- The Academic Registrar will act as secretary

- 7.2.17 The student will be invited to attend the meeting at which his/her case is to be considered to state his or her case and to be heard and may be accompanied by a fellow student, a family member or a friend not otherwise associated with the Institute. It would not be appropriate for the student to be accompanied by a legal representative.
- 7.2.18. Should the student decline to attend, or not respond to the invitation to attend, provided that the members of the Student Disciplinary Committee believe that they have sufficient evidence available to consider the case fully, then the Committee may proceed with its deliberations in the absence of the student.
- 7.2.19. If no case of misconduct is found the student will be issued with a “completion of procedures” letter.
- 7.2.20. If the Student Disciplinary Committee decides, beyond reasonable doubt, that there is a case of misconduct they will consider and agree penalties to be imposed.
- 7.2.21. The student will receive the decision of the Student Disciplinary Committee in writing from the Academic Registrar, including sanctions imposed and advising him/her of the right to request a review within a set time limit.
- 7.2.22. If the student does not submit the request for review within the required time the matter will be considered closed and the Academic Registrar will issue a “completion of procedures” letter.
- 7.2.23. A full record is kept of these proceedings.

The format of the Student Disciplinary Committee

- 7.2.24 The Student Disciplinary Committee will be provided with all written information, documentation and other pertinent evidence associated with the case. In particular:
- Any reports and evidence submitted by a member(s) of the Institute staff associated with the case;
 - The student’s response to the accusation and any supporting evidence he/she cares to submit;
 - Any reports and evidence submitted by staff or students asked to bear witness in the case;
- 7.2.25 The format of the meeting shall normally be as follows:
- A private meeting of the Student Disciplinary Committee (SDC);
 - Hearing the evidence of the member of staff bringing the allegation, followed by questions from the members of the SDC and the student to clarify points;
 - Hearing the evidence of the student, followed by questions from the members of the SDC and the member of staff bringing the allegation;
 - A summary from each party;
 - A private meeting of the SDC;
 - The Secretary shall take a full record of the proceedings. The formal minute of the Committee shall record those present and the decision of the Committee together with the reasons for that decision.

Review

- 7.2.26 A student may request a review of the disciplinary process on the grounds of:
 - 7.2.26.1 a potential error in the formal proceedings;
 - 7.2.26.2 new material evidence which, for valid reasons, the student was unable to provide earlier.
- 7.2.27 A request for a review must be submitted in writing to the Academic Registrar within 10 days of the student being informed of the decision of the Student Disciplinary Committee.
- 7.2.28 The request for a review will be allocated to a designated member of the Maryvale Council. For HIRS programmes it recommended that the matter be referred to a member of the HIRS permanent faculty not previously involved in the case.
- 7.2.29 The individual will review the procedures, the outcome and any new material; but he/she will not be required to re-consider the case.
- 7.2.30 If the decision is upheld the outcome should be communicated to the student by the issue of a “completion of procedures” letter.
- 7.2.31 If the decision is not upheld the student will be advised of how and when any remedial action will be implemented by the Institute and, if requested, will be issued with a “completion of procedures” letter.
- 7.2.32 A student, having exhausted the Institute’s procedures, has the right to submit an appeal using the relevant validating body’s procedures; for HIRS programmes this would be the HIRS Council, but calling only on those members who had not previously been involved in the case.

7.3 Academic misconduct

- 7.3.1 Academic misconduct is defined as ‘the attempt to gain an unfair advantage or assisting another student to gain an advantage by unfair means’. This includes:

Impersonation

- 7.3.2 Taking an assessment on behalf of another student or allowing another student to take an assessment on one’s behalf.

Plagiarism

- 7.3.3 Taking or using another person’s thoughts or writing as one’s own including:
 - 7.3.3.1 Making unacknowledged use of someone else’s phrases or sentences;
 - 7.3.3.2 Paraphrasing someone else’s argument or introducing someone else’s line of thinking as if it were one’s own;
 - 7.3.3.3 Failing to cite the source for a borrowed thesis or approach.
- 7.3.4 Study guides in programme handbooks offer guidance on avoiding plagiarism.

Duplication/ Self plagiarism

- 7.3.5 Submitting work for assessment that is the same as, or substantially similar to, work submitted earlier for academic credit, without acknowledgement of the previous submission.

Collusion

- 7.3.6 Conspiring with others to produce a piece of work, unless joint work is called for as part of the programme.
- 7.3.7 Copying or sharing another student's (or ex-student's) work, or lending work to another student in the knowledge that some or all of it will be copied.

Contract cheating

- 7.3.8 Use of essay mills or essay banks. This is a serious academic offence, attracting severe penalties – see tariff on page 54.

Breach of copyright

- 7.3.9 Excessive use of quotations in the text (eg. over 400 words).

Falsification

- 7.3.10 False declarations in order to receive special consideration at an examination board.
- 7.3.11 The invention of data, quotations and/or references.

7.4 AMBeR Tariff

Introduction

- 7.4.1 From September 2015 the Institute adopted the use of the “AMBeR Tariff”, a national tariff for the application of penalties for plagiarism. The tariff was developed in 2010 by the Academic Misconduct Benchmarking Research (AMBeR) project. It assigns points to history of offence, amount/extent of plagiarised work, level of study and the weighting or value of the piece of work. Maryvale Institute adopted the tariff for the consideration of all academic offences and applies it as follows:

History

First time offence	100 points
First repeat	150 points
Second repeat	200 points

Amount / extent of work affected

Below 5% and less than two sentences	80 points
As above but with *critical aspects plagiarised (*critical aspects are key ideas central to the assignment)	105 points
Between 5% and 20% or more than two sentences but not more than two paragraphs	105 points
As above but with *critical aspects plagiarised	130 points
Between 20 and 50% or more than two paragraphs but not more than five paragraphs	130 points
As above but with *critical aspects plagiarised	160 points
Above 50% or more than five paragraphs	160 points
Work purchased from an essay mill or ghost writing service	225 points
This is considered serious misconduct	

Level / stage

National Qualification Framework (NQF) level 4 & 5 (HE Certificate and HE Diploma)	70 points
NQF Level 6 (Bachelors degrees)	115 points
NQF Level 7 & 8 (postgraduate study and research)	140 points

Value of assignment

Standard assignment	30 points
Large project (eg. final year dissertation)	60 points

Additional

Evidence of a deliberate attempt to disguise plagiarism by changing words, sentences or references to avoid detection	40 points
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Penalties based on the points

Summative work

In all cases a formal warning is given and a record added to the student's file.

280 – 329	assignment awarded a mark of zero, resubmission required with penalty
330 – 379	assignment awarded a mark of zero, resubmission required with penalty assignment awarded a mark of zero, resubmission required and mark capped or reduced
380 – 479	assignment awarded a mark of zero, resubmission required and mark capped or reduced assignment awarded a mark of zero with no opportunity to resubmit
480 – 524	module awarded a mark of zero, resit of module required and mark capped or reduced module awarded a mark of zero with no opportunity to resit but credit still awarded
525 – 559	module awarded a mark of zero, resit of module required and mark capped or reduced module awarded a mark of zero with no opportunity to resit but credit still awarded module awarded a mark of zero with no opportunity to resit and credit lost award classification reduced (eg. Honours reduced to no Honours) expelled from Institute but credits retained expelled from Institute with credits withdrawn
560+	module awarded a mark of zero with no opportunity to resit and credit lost award classification reduced (eg. Honours reduced to no Honours) expelled from Institute but credits retained expelled from Institute with credits withdrawn

NB: Expulsion may only be invoked by the Academic Dean or the HIRS Council.

Formative work

280 – 379	informal warning
380+	formal warning and a record added to the student's file.

7.5 Misconduct in examinations

Examples: This is not an exhaustive list

- 7.5.1 Obtaining or attempting to obtain access to an unseen examination paper prior to the start of the examination.
- 7.5.2 The introduction or use in an examination or test of any crib sheets, revision or other notes, books, paper or devices of any kind other than those specifically permitted in the rubric of the paper. If after the examination has commenced any unauthorised notes (including anything written on part of the candidate's body or clothing) or equipment is found it will be assumed that cheating has taken place.
- 7.5.3 Failing to comply with the instructions of an invigilator or examiner, or with the printed instructions for candidates.
- 7.5.4 Removing from an examination or test any script, paper, or other official stationery.
- 7.5.5 Being party to any arrangement whereby a person other than the candidate fraudulently represents, or intends to represent, the candidate in an examination (impersonation).
- 7.5.6 Copying or attempting to copy the work of another student - whether by overlooking his/her work, asking him/her for information, or by any other means. Or, knowingly allowing your own work to be copied.
- 7.5.7 Making false declarations in an attempt to obtain modified assessment provisions or special consideration (e.g. of extenuating circumstances).
- 7.5.8 Attempting to persuade another member of the University (student, staff or invigilator) to participate in any way in actions which would be in breach of these Regulations.
- 7.5.9 Being party to any arrangement which would constitute a breach of these Regulations.

Immediate action

- 7.5.10 Any unauthorised material or equipment will be confiscated and may not be returned until any misconduct case is fully considered.
- 7.5.11 If the candidate's equipment is essential for other purposes a photographic record will be taken for evidence and the equipment returned.
- 7.5.12 If notes are found written on the body or clothing of the candidate a photographic record will be taken for evidence and the notes cleaned off.
- 7.5.13 Suspicion of misconduct on the part of any exam candidate is reported immediately by the invigilator to the Examinations Secretary and a report, with relevant evidence, is provided to the Examinations Secretary after the end of the examination.
- 7.5.14 For serious cases of misconduct or disruptive behaviour during examinations the student may be asked to leave the examination room immediately.

- 7.5.15 Together the Examinations Secretary, the Academic Registrar and the Programme Director will make an initial assessment of the offence.
- 7.5.16 The exam candidate will be notified of the allegation in writing (by email or by 1st class letter from the Academic Registrar), provided with copies of any relevant evidence and invited to respond within 5 working days of the date of the email/letter.
- 7.5.17 Allegations of cheating or misconduct in the examination room are dealt with through the misconduct processes as described in 7.2.

Penalties

In deciding on penalties the following must be considered

- 7.5.18 The year of study; such incidences occurring in the candidate's first year may, in some circumstances, be a misunderstanding of examination protocols and instructions. Clear instructions are provided however and the candidate would need to provide strong evidence to illustrate how the misunderstanding had occurred.
- 7.5.19 The amount of forethought and preparation; if it is believed that the candidate used considerable ingenuity and forethought in his/her breach of the regulations in the examination room, on the balance of probability the offence can be assumed to be deliberate.

Range of penalties

- 7.5.20 Exam paper awarded a mark of zero, resit allowed at scheduled resit time with mark capped at a pass.
- 7.5.21 Exam paper awarded a mark of zero, resit allowed at scheduled exam time for the following year with mark capped at a pass; ie. if the incident took place in the summer examinations of 2019, resit would not be allowed until the summer of 2020. Student allowed to continue with other studies as scheduled.
- 7.5.22 Exam paper awarded a mark of zero, no opportunity to resit but credit awarded for the module. Student allowed to continue with other studies as scheduled.
- 7.5.23 Exam paper awarded a mark of zero, resit allowed at scheduled exam time for the following year with mark capped at a pass; ie. if the incident took place in the summer examinations of 2019, resit would not be allowed until the summer of 2020. Student not allowed to continue with other studies as scheduled, ie. temporary suspension (to be invoked only by the Academic Dean or the HIRS Council).
- 7.5.24 Exam paper awarded a mark of zero, no opportunity to resit but credit awarded for the module. Student not allowed to continue with other studies as scheduled, ie. temporary suspension (to be invoked only by the Academic Dean or the HIRS Council).
- 7.5.25 Expulsion from the Institute, credits retained (to be invoked only by the Academic Dean or the HIRS Council).
- 7.5.26 Expulsion from the Institute with no credits (to be invoked only by the Academic Dean or the HIRS Council).

Behavioural misconduct

Definitions

The Institute reserves the right to treat incidences of misconduct as a disciplinary issue, which may result in suspension or expulsion. "Misconduct" may include, but is not limited to:

- 7.5.27 Wilful failure to comply with regulations.
- 7.5.28 Although failure to comply with regulations relating to attendance at assessments and submission of work within agreed deadlines is normally dealt with as a matter of progression; if the situation persists the Institute reserves the right to consider disciplinary proceedings for such failure.

Disruptive behaviour

- 7.5.29 Conduct which disrupts or is likely to disrupt teaching, study, examinations, assessment, research or administration in the Institute, including failure to comply with the instructions of an invigilator.
- 7.5.30 Conduct which disrupts or is likely to disrupt any student in the pursuit of his/her studies or any employee of the Institute in the performance of his/her duty.

Vexatious accusation

- 7.5.31 Bringing a charge of misconduct against another without supporting evidence.
- 7.5.32 Bringing a charge of misconduct against another which is subsequently concluded to be completely unfounded.
- 7.5.33 Making a formal complaint against a person or the Institute without following Institute procedures.

Harassment/bullying

- 7.5.34 The Institute expects all relationships among its students and between staff and students to be conducted in a respectful and courteous manner. The following outlines examples of the type of behaviour which the Institute would consider constitutes harassment (this is not an exhaustive list).

- coarse or improper jokes, comments and pranks;
- Display of improper material – written or pictorial;
- Posting of improper material or unauthorised images on webpages;
- attempts to access improper material through the internet whilst on Institute premises;
- Inappropriate familiarity or bodily contact;
- Persistent inappropriate level of personal contact;
- Abusive, insulting, or threatening language;
- Demands or threats to intimidate or obtain favours;
- Threatened or actual violence.
- Falsification of student records
- Behaviour which could constitute discrimination on the grounds of gender, sexual orientation, race, religion, disability or age
- Bribery or attempted bribery of another student or a member of staff

- Theft or misuse of property belonging to the Institute, another student, a member of staff or visitor

7.5.35 Penalties

The following penalties may be imposed individually or in combination:

- 7.5.35.1 Verbal caution
- 7.5.35.2 Written caution
- 7.5.35.3 An order of compensation for identified and quantified loss
- 7.5.35.4 Temporary exclusion from residentials, provided with materials in electronic format
- 7.5.35.5 Temporary exclusion from residential and restricted contact with specified person or persons
- 7.5.35.6 Permanent exclusion from residentials, provided with materials in electronic format
- 7.5.35.7 Permanent exclusion from residentials and restricted contact with specified person or persons
- 7.5.35.8 Suspension - temporary expulsion
- 7.5.35.9 Permanent expulsion

NB: temporary or permanent exclusion or expulsion may only be invoked by the Academic Dean or the HIRS Council.

8 Concerns, Complaints and Academic Appeals

8.1. Definitions

8.1.1. Concerns

Where a student makes a comment (in conversation, writing, or via social media) on the provision of learning opportunities, or any service the provider may offer. When raised by a student this is often the starting point for what may become a complaint if left unaddressed.

It is, however, preferred that students do not use social media to air concerns they may have with the provision or services, but raise them directly with a member of the Institute staff.

8.1.2. Complaints

An expression of dissatisfaction by one or more students about an Institute's action or lack action, or about the standard of service provided by or on behalf of the Institute. Generally this is seen as anything relating to the student experience, particularly in the light of what the student has been led to expect through the student handbook.

This process cannot be used to challenge an academic decision.

The procedure for making a complaint is set out in section 8.2.

8.1.3. Appeals

A request for a review of a decision of an academic body charged with making decisions on student progress, assessment and awards.

This process cannot be used to challenge academic judgement, ie. the decision made by academic staff on the quality of the student's work.

The procedure for making an academic appeal is set out in section 8.3 below.

If you require further guidance on which process to follow please contact the Academic Registrar for clarification.

8.2 Complaints

Introduction

- 8.2.1. Working relationships between students and Institute staff are intended to be open and professional and aim to seek prompt solutions to immediate needs, issues or grievances of students. However, the Institute has recognised that occasionally a more formal arrangement should be available to students to find a satisfactory solution to an unresolved complaint.
- 8.2.2. The scope of this procedure is restricted to complaint by a student or students against an individual member of staff or group of staff employed by the Institute in whatever capacity in respect of the student's educational experience at the Institute.

- 8.2.3. The Complaints Procedure cannot be used by the student as an appeal against an academic judgement.
- 8.2.4. The Academic Appeals and Complaints procedures cannot be pursued for the same matter, and employing the same grounds, at the same time.
- 8.2.5. The Institute maintains a register of all complaints, including informal ones, and how they are resolved. Records of informal complaints are held at programme level and formal complaints in the central Registry.

Process

Stage 1: Early resolution

- 8.2.6. Students may report to, or discuss with, their Student Rep any issues they may have as soon as they arise. These will be reported to the programme team either immediately or at the next meeting of the programme committee, depending on the nature of the issue raised.
- 8.2.7. If preferred the student(s) may raise issues directly with any member of staff. Again this should happen, where possible, as soon as the issue arises, preferably within the same study day or residential week(end).
- 8.2.8. The member of staff will not be expected to handle complaints made to them if they do not feel able, but will be encouraged to refer the student(s) to an appropriate individual to discuss the matter further.
- 8.2.9. A brief record of the conversation will be made by the member of staff handling the complaint and, where proportionate, the student(s) is/are provided with a written response, which may include further explanation of the Institutes processes, or an apology if necessary and an explanation of what will be done to prevent recurrence.

Stage 2: Formal complaints

- 8.2.10 In the event that a student(s) believes that the complaint has not been dealt with adequately through early resolution he/she may submit a formal complaint to the Academic Registrar (unless the complaint is about the Academic Registrar when it should be submitted to the Academic Dean) using a Complaint Form available from the Institute's website.
- 8.2.11 Formal complaints may not be submitted unless there is evidence of an attempt at early resolution (Stage 1 above).
- 8.2.12 The complaint is given an initial evaluation to check that it is submitted in a timely manner and in line with written procedures. If not, it will be referred back to the student(s) and may well be rejected.
- 8.2.13 The Academic Registrar (or Academic Dean) will consider the complaint and any evidence provided and will discuss the matter with all concerned.
- 8.2.14 The Academic Registrar will produce a report with findings and recommendations, which will be sent to the Academic Dean for approval. If the complaint is about the Academic Registrar the Academic Dean may consult with a member of the Maryvale Council.

- 8.2.15 If it is concluded that the complaint has no grounds the student(s) will be advised of this in writing. If grounds are identified the case may be referred to a Complaints Committee comprising:
- two members of the Senior Management Board, for HIRS programmes, it is recommended that one should be the HIRS Director (unless the complaint is about the HIRS Director, when a member of the HIRS Council should be nominated in his place).
 - one internal member of the Academic Board
 - a student(s) rep from a programme other than that of the student(s) involved.
 - The Academic Registrar or nominee will act as secretary.
- 8.2.16 The student will be invited to attend the meeting at which the case is to be considered, to state their case and to be heard and may be accompanied by a fellow student, a family member or a friend not otherwise associated with the Institute. It would not be appropriate for the student(s) to be accompanied by a legal representative.
- 8.2.17 In the case of a collective complaint, i.e. one made by a group of students, a small number of representatives will be invited to attend the meeting; a group of no more than three. These representatives must consult thoroughly with the other members of the group before attending, in order to adequately represent their views.
- 8.2.18 Should the student(s) decline to attend, or not respond to the invitation to attend, provided that the members of the Complaints Committee believe that they have sufficient evidence available to consider the complaint fully, then the Complaints Committee may proceed with its deliberations in the absence of the student(s).
- 8.2.19 If the complaint is upheld the student(s) will be advised of how and when any remedial action will be implemented and, if requested, will be issued with a "completion of procedures" letter. The Institute shall reimburse the student(s) for any reasonable and proportionate expenses which he or she has necessarily incurred in the programme of the complaint.
- 8.2.20 If the complaint is not upheld the outcome should be communicated to the student(s) by the issue of a "completion of procedures" letter, advising of the right to request a review within a set time limit. If the student(s) does not submit the request for review within the required time the matter will be considered closed and the student(s) will be sent a "completion of procedures" letter.
- 8.2.21 A full record is kept of these proceedings.
- 8.2.22 The Institute will not continue to progress a complaint if it is believed that the complaint is being pursued in an unreasonably persistent or vexatious manner. "Unreasonably persistent", for example, might be that the complaint is being made in a way that is obsessive, prolific or repetitious, or could be considered to be harassment. A "vexatious" complaint is one that is considered by the Institute to be designed to cause disruption, annoyance or distress, or makes unreasonable demands for redress. In these cases the Institute may instigate disciplinary proceedings against the student. The student(s) will be advised of this action and the reasons for it.

- 8.2.23 The student(s) has the right to withdraw the formal complaint at any time without prejudice.

Format of the meeting of the Complaints Committee

- 8.2.24 The format of the meeting shall normally be as follows:

- A private meeting of the Complaints Committee;
- Hearing the evidence of the any member of the staff associated with the complaint;
- The student(s) will have submitted a full case in writing; he/she will be asked to summarise the main points of his/her case, answer any questions raised by Committee members, and will have the opportunity both to ask questions of Committee members and about the written evidence available to the members;
- Private meeting of the Complaints Committee;
- Exceptionally, to facilitate speedy consideration of a student's claim (but only after the student making the complaint agrees to this procedure in writing), the Chairperson of the Complaints Committee is empowered to ask the members to submit their recommendations in writing where this would avoid the necessity to hold a meeting. Within this procedure, if the recommendations of the members are unanimous, their decision will be reported as having been achieved by correspondence; together with the names of those involved and the reasons for their decision. If the recommendations of the Committee members are not unanimous the Secretary to the Committee shall be required to convene a meeting of the Committee to discuss the student's claim.
- The Secretary shall take a full record of the proceedings. The formal minute of the Committee shall record those present and the decision of the Committee together with the reasons for that decision.

Stage 3: Review

- 8.2.25 A student(s) may request a review of the complaint process if they remain dissatisfied with the outcome of the formal process.
- 8.2.26 A request for a review must be submitted in writing to the Academic Registrar within the time allowed – *see below*.
- 8.2.27 A review is allowed on the grounds of:
- 8.2.27.1 a potential error in the formal proceedings;
 - 8.2.27.2 new material evidence which, for valid reasons, the student(s) was unable to provide earlier.
- 8.2.28 The request for a review will be allocated to a designated member of the Maryvale Council, allocated by the Council Chairperson. For HIRS programmes it recommended that the matter be referred to a member of the HIRS permanent faculty not previously involved in the case.

- 8.2.29 The individual will review the procedures, the outcome and any new material; but he/she will not be required to re-consider the case.
- 8.2.30 If the complaint is upheld the student(s) will be advised of how and when any remedial action will be implemented and, if requested, will be issued with a “completion of procedures” letter. The Institute shall reimburse the student(s) for any reasonable and proportionate expenses which he or she has necessarily incurred in the programme of the complaint.
- 8.2.31 If the complaint is not upheld the outcome should be communicated to the student(s) by the issue of a “completion of procedures” letter.
- 8.2.32 A student, having exhausted the Institute’s complaints procedures, has the right to submit a complaint using the relevant validating body’s procedures; for HIRS programmes this would be the HIRS Council, but calling only on those members who had not previously been involved in the case.

8.2.33 Timing of the complaints process

- Early resolution - Students are expected to raise issues as they arise.
 - An explanation or resolution should be provided by the Institute within 10 working days.
- Formal appeal - Formal complaints must be submitted in a timely manner.
 - Complaints will be acknowledged within 5 working days of receipt and an outcome provided within 28 working days or 40 working days if there is a need to convene an complaints panel.
- Review - A request for a review must be submitted within 10 working days of the receipt of the outcome of the complaint.
 - Requests for reviews will be acknowledged within 5 working days of receipt and an outcome provided within 28 working days.

Complaints form



MARYVALE INSTITUTE

INTERNATIONAL CATHOLIC COLLEGE FOR CATECHESIS,
THEOLOGY, PHILOSOPHY AND RELIGIOUS EDUCATION

STUDENT COMPLAINT FORM

Before completing this form please ensure that you have read and understood the policies and regulations relating to complaints found in the Institute-wide Policies, Regulations and Guidelines (IPRG) which can be found on the Institute website.

You must have made an attempt to resolve your complaint through informal means, as described in the IPRG, before submitting a formal complaint.

(Please note boxes will expand as you type)

Section 1: Student details			
First name		Surname	
Student ID number		Contact email	
Address for correspondence about your complaint			
Telephone number			
Mobile number			
Course of study			
Year group		Postcode	
Section 2: Informal stage (Stage 1)			
Have you tried to resolve your complaint by informal means? YES / NO delete as applicable			
YES		NO	
With whom		Please indicate below your reason(s) for not following the procedure as described in the IPRG	
Date			
Outcome			
Why do you remain dissatisfied with the outcome (please explain below)			
Section 3: Details of complaint			
Please set out concisely details of what happened/didn't happen, when it happened, who was involved, how you were affected.			
Section 4: Evidence			
Please list any documentary evidence you have supplied to support your complaint with a brief explanation of how it supports the case. Ensure each document is labelled with the item letter (Item A, Item B and so on). If you have just one or two items of evidence leave the other rows blank. If you have more than five items of evidence please include a supplementary list.			
Item	Title of document	How it supports your complaint	
Item A			
Item B			

Item C		
Item D		
Item E		
Section 5: Resolution		
Please explain below what resolution you are seeking?		
Section 6: Declaration		
<p>I have read and understood the policies and regulations relating to complaints found in the Institute-wide Policies, Regulations and Guidelines (IPRG).</p> <p>I confirm that the information given on this form and the supporting evidence is true and accurate. I understand that if my complaint is believed to be frivolous or vexatious the Institute will terminate its consideration of this complaint and will write to me to explain the reasons.</p> <p>I understand that the Institute may need to share information with other persons as part of any investigation to resolve my complaint.</p> <p>By submitting this form I authorise the Institute to investigate my complaint.</p>		
Signed		Date
<p>Please send your completed form and all accompanying evidence to:</p> <p>The Academic Registrar Complaints and Appeals Maryvale Institute Old Oscott Hill Kingstanding Birmingham B44 9AG</p> <p>(Please keep a copy of this form for your reference)</p> <p>You should receive an acknowledgement of your complaint within 5 working days of receipt at Maryvale. The Institute will aim to provide a response to your complaint within 28 working days, or up to 40 working days if a panel needs to be convened.</p>		

8.3 Academic Appeals

Regulations

- 8.3.1 A Board of Examiners has been accredited by the Academic Board for each of the Institute's validated courses, with responsibility for ensuring that students are assessed fairly within the Institute and programme regulations; both as individuals and in relation to their peers.
- 8.3.2 Each Board of Examiners is responsible for interpreting assessment regulations if any difficulties arise, in the light of the validating body's requirements and good practice in higher education. Therefore, a Board of Examiners operating within its terms of reference may not have its academic judgements in themselves, questioned or overturned.
- 8.3.3 In unusual circumstances the Academic Board may wish a Board of Examiners to reconsider its decision(s) and recommendation(s) to the Board. A student may only submit an appeal on the following grounds:
 - 8.3.3.1 That a student's performance in an examination or assessment was adversely affected by extenuating circumstances which he/she was, for valid reasons, unable to divulge before the Board of Examiners reached its decision;
 - 8.3.3.2 That evidence can be provided of a material administrative error or that the assessment was not conducted in accordance with the Institute's regulations.
- 8.3.4 Students are to be reminded that disagreement with the academic judgement on the merits of an individual piece of work cannot in itself constitute grounds for an appeal.
- 8.3.5 It is the responsibility of students to provide the examiners in advance of their meeting with any relevant information on personal circumstances which may have affected performance, and which they wish examiners to take into account. Failure to do so may result in the rejection of an appeal.
- 8.3.6 Personal extenuating circumstances, or evidence of procedural or administrative irregularity should normally be reported to the Programme Director or Academic Registrar before the relevant Board of Examiners meets. However, the Institute recognises that in exceptional circumstances this is not always possible.

Process

Stage 1: Early resolution

- 8.2.7 Students are given opportunity during tutorials to seek clarification on marks and results with the programme director/tutor. If preferred the student may raise a concern with the Academic Registrar.
- 8.2.8 The situation will be resolved by either further explanation of the processes or, where required, an amendment to marks spreadsheets.
- 8.2.9 A note will be made on the student's spreadsheet of any resultant changes to marks and the reason for them.

Stage 2: Formal appeal

- 8.3.10 In the event that a student believes that his/her concern has not been dealt with adequately through early resolution he/she may submit a formal appeal to the Academic Registrar using an Academic Appeals Form available from the Institute's website.
- 8.3.11 Formal appeals may not be submitted unless there is evidence of an attempt at early resolution (Stage 1 above).
- 8.3.12 The appeal is given an initial evaluation to check that it is submitted in a timely manner and in line with written procedures. If not it will be referred back to the student and may well be rejected.
- 8.3.13 The Academic Registrar will consider the appeal and any evidence provided and will discuss the matter with [all concerned: eg. the student, Programme Director, other staff. If it is concluded that the appeal has no grounds the student will be advised of this in writing. If grounds for an appeal are identified the case will be referred to an Appeals Committee comprising:
- two internal members of the academic board; for HIRS programmes it is recommended that this might be one member of the HIRS permanent faculty and one member of the non-permanent faculty.
 - a student rep from a programme other than that of the student involved.
 - the Academic Registrar or nominee will act as secretary.
- 8.3.14 The Appeals Committee will be provided with all written information, documentary and other pertinent evidence associated with the appeal. In particular, any or all of the following:
- If relevant, the original medical certificate or doctor's letter; supplied by the student;
 - The student's written account of the case to be made to the Appeals Committee; together will all documentation and/or relevant evidence submitted by the student;
 - Any written information submitted by a member(s) of the Institute staff associated with the case which might be of significance to the Appeal Committee's deliberations;
 - A schedule of the examination dates and coursework deadlines.
 - Confirmation that the results of the examination(s) or assessment(s) appealed against contribute to the student's progression on the course, or to the classification of his/her award;
- 8.3.15 The student will be invited to attend the meeting at which his/her case is to be considered to state his or her case and to be heard and may be accompanied by a fellow student, a family member or a friend not otherwise associated with the Institute. It would not be appropriate for the student to be accompanied by a legal representative.
- 8.3.16 Should the student decline to attend, or not respond to the invitation to attend, provided that the members of the Appeals Committee believe that they have

sufficient evidence available to consider the appeal fully, then the Appeals Committee may proceed with its deliberations in the absence of the student.

- 8.3.17 If the appeal is upheld the matter will be referred to an extraordinary meeting of the relevant Board of Examiners to ratify changes to the student's progress record to reflect the decision of the Appeals Committee.
- 8.3.18 If the appeal is upheld the student will be advised of and the changes to be made to his or her progress record and, if requested, will be issued with a "completion of procedures" letter. The Institute shall reimburse the student for any reasonable and proportionate expenses which he or she has necessarily incurred in the programme of the appeal.
- 8.3.19 If the appeal is not upheld the student will receive the decision of the Appeals Committee in writing advising him/her of the right to request a review within a set time limit. If the student does not submit the appeal for review within the required time the matter will be considered closed and the student will be sent a "completion of procedures" letter.
- 8.3.20 A full record is kept of these proceedings.
- 8.3.21 The Institute will terminate an appeal if it considers it to be frivolous, vexatious or non-meritorious and may instigate disciplinary proceedings against the student. The student will be advised of this action and the reasons for it and will have the same right of appeal as is set out in 7.2.26.

Format of the meeting of the Appeals Committee

- 8.3.22 The format of the meeting shall follow that given for Complaints Committee in 8.2.24 above.

The Board of Examiners receiving appeals

- 8.3.23 At the meeting of the Board of Examiners where the outcome of the appeal is to be received, the Chairperson of the Appeals Committee shall normally be in attendance.
- 8.3.24 Where an appeal has been upheld by the Appeals Committee the Board of Examiners shall agree to amend its original decision.
- 8.3.25 Should the Appeals Committee decide that the student has produced satisfactory evidence to support his/her appeal that their performance had been affected within either of the Academic Board's two categories of appeal (ie. 8.3.3.1 or 8.3.3.2 of these regulations), then that student will be reassessed as if for the first time in any or all of the elements of assessment, as specified by the Board of Examiners.
- 8.3.26 If an assessment was itself a second attempt, the student shall be required to be re-assessed as if for the second time.
- 8.3.27 If an error or irregularity is found to have affected more than one candidate, the Academic Board may annul the whole examination and/or assessment, or any part of it, and take any further action necessary for the upholding of the standards of the awards.

Stage 3: Review

- 8.3.28 A student may request a review of their appeal if they remain dissatisfied with the outcome of the formal process.
- 8.3.29 A request for a review must be submitted in writing to the Academic Registrar within the time allowed – see 8.3.37 below.
- 8.3.30 A review is allowed on the grounds of:
- 8.3.30.1 a potential error in the formal proceedings;
 - 8.3.30.2 new material evidence which, for valid reasons, the student was unable to provide earlier.
- 8.3.31 The request for a review will be allocated to a member of the Maryvale Council who will review the procedures, the outcome and any new material. For HIRS programmes it is recommended that the review might be allocated to a member of the HIRS permanent faculty, not previously involved in the case.
- 8.3.32 The individual will review the procedures, the outcome and any new material; but he/she will not be required to re-consider the case.
- 8.3.33 If the appeal is upheld the student will be advised of how and when any remedial action will be implemented and, if requested, will be issued with a “completion of procedures” letter. The Institute shall reimburse the student for any reasonable and proportionate expenses which he or she has necessarily incurred in the programme of the appeal.
- 8.3.34 If the appeal is not upheld the outcome should be communicated to the student by the issue of a “completion of procedures” letter.
- 8.3.35 A full record is kept of these proceedings.
- 8.3.36 A student, having exhausted the Institute’s appeal procedures, has the right to submit an appeal using the relevant validating body’s procedures; for HIRS programmes this would be the HIRS Council, but calling only on those members who had not previously been involved in the case.

8.3.37 Timing of the appeals process

- Early resolution - Any concern must be raised within 10 working days of receipt of the decision of the Board of Examiners.
- An explanation or resolution should be provided by the Institute within 10 working days.
- Formal appeal - Formal appeals must be submitted within 28 working days of receipt of the decision of the Board of Examiners.
- Appeals will be acknowledged within 5 working days of receipt and an outcome provided within 28 working days or 40 working days if there is a need to convene an appeals panel.
- Review - A request for a review must be submitted within 10 working days of the receipt of the outcome of the appeal.
- Requests for reviews will be acknowledged within 5 working days of receipt and an outcome provided within 28 working days. Academic Appeal Form

**ACADEMIC APPEAL FORM**

Before completing this form please ensure that you have read and understood the policies and regulations relating to academic appeals found in the Institute-wide Policies, Regulations and Guidelines (IPRG) which can be found on the Institute website.

This process cannot be used to challenge an academic judgement.

You must have made an attempt to resolve your query through informal means, as described in the IPRG, before submitting a formal academic appeal.

(Please note boxes will expand as you type)

Section 1: Student details			
First name		Surname	
Student ID number		Contact email	
Address for correspondence about your appeal			
Telephone number			
Mobile number			
Course of study			
Year group		Postcode	
Section 2: Informal stage (Stage 1)			
Have you tried to resolve your query by informal means? YES / NO delete as applicable			
YES		NO	
With whom		Please indicate below your reason(s) for not following the procedure as described in the IPRG	
Date			
Outcome			
Why do you remain dissatisfied with the outcome (please explain below)			
Section 3: Details of academic appeal			
Academic appeals may only be submitted on the grounds of:			
<input type="checkbox"/> a) material administrative error or procedural irregularity			
<input type="checkbox"/> b) personal extenuating circumstances not previously divulged			
Please indicate <input checked="" type="checkbox"/> under which grounds you are submitting your academic appeal (refer to the IPRG for full definition) and enter the details under section 3a) or 3b) below			
3a) material administrative error or procedural irregularity			
Which assessment was affected? (Module title, form of assessment and date)			
Describe the error or irregularity			

	How did this affect the outcome of the assessment?		
	Have you provided evidence to support your appeal	YES / NO (see section 4)	
3b) personal extenuating circumstances			
	Which assessment was affected? (Module title, form of assessment and date)		
	Have you provided evidence to support claim of extenuating circumstances	YES / NO (see section 4)	
	Why was this detail and evidence not provided prior to the assessment?		
Section 4: Evidence			
Please list any documentary evidence you have supplied to support your academic appeal with a brief explanation of how it supports the case. Ensure each document is labelled with the item letter (Item A, Item B and so on). If you have just one or two items of evidence leave the other rows blank. If you have more than five items of evidence please include a supplementary list.			
Item	Title of document	How it supports your appeal	
Item A			
Item B			
Item C			
Item D			
Item E			
Section 5: Resolution			
Please explain below what resolution you are seeking?			
Section 6: Declaration			
I have read and understood the policies and regulations relating to academic appeals found in the Institute-wide Policies, Regulations and Guidelines (IPRG).			
I confirm that the information given on this form and the supporting evidence is true and accurate. I understand that if my academic appeal is believed to be frivolous, vexatious, or non-meritorious the Institute will terminate its consideration of this appeal and will write to me to explain the reasons.			
I understand that the Institute may need to share information with other persons as part of any investigation to resolve my academic appeal.			
By submitting this form I authorise the Institute to investigate my academic appeal.			
Signed		Date	
Please send your completed form and all accompanying evidence to: The Academic Registrar Complaints and Appeals Maryvale Institute Old Oscott Hill Kingstanding			

9. Transcripts. Diploma Supplements and Certificates

9.1. Transcripts

- 9.1.1. An official transcript, detailing results achieved is issued automatically to all students after completion of each stage of their programme (eg. HE Cert/Dip) by the Institute Registry.
- 9.1.2. The Registry can provide transcripts on request for students transferring to another Institute requiring evidence of their learning.

Content of transcripts

- 9.1.3. Student details
- 9.1.4. Details of the qualification, including any professional, statutory or regulatory body accreditation or recognition.
- 9.1.5. Up-to-date details of learning and achievement, i.e. modules or units studied, credits awarded, marks or grades achieved and the date and year in which credits were awarded.
- 9.1.6. Up-to-date details of non-completion, including the number of attempts taken to complete a module.

9.2. Diploma supplements

- 9.2.1. The Diploma Supplement is a document issued to all students by Higher Education Institutions (HEIs) on the successful completion of any higher education qualification. It describes the qualification they have received in a standard format that is designed to be easily understood and straightforward to compare. The Supplement contains information on the nature, level, context, content and status of the studies that were undertaken and successfully completed by the student. In addition, it places the qualification in the context of the structure of the higher education system within which it was issued.

Content of the Diploma Supplement

The following information will be given in the diploma supplement:

- 9.2.2. Information identifying the holder of the qualification including: name, date of birth and student identification number;
- 9.2.3. Information identifying the qualification including: name of qualification, field of study, details of the delivering and awarding institutions and language of instruction;
- 9.2.4. Information on the level of the qualification;
- 9.2.5. Information on the contents and results gained including: mode of study, programme requirements and details, individual grades/marks/credits obtained, the grading scheme and overall classification;
- 9.2.6. Information on the function of the qualification, ie: access to further study;

- 9.2.7. Certification of the supplement, ie. the signature of the official certifying the diploma supplement and in what capacity and the official stamp or seal;
- 9.2.8. Information on the England and Wales higher education system
- 9.2.9. Graduating students receive their final transcript with their certificate at the awards ceremony; those not attending the ceremony will receive their transcript with their certificate in the post after the ceremony.

9.3 Requesting an additional/replacement Transcript or Diploma Supplement

- 9.3.1. Students are entitled to one copy of their transcript and diploma supplement. These are official records of studies and must be stored carefully to avoid loss or damage.
- 9.3.2. Requests for additional transcripts or supplements must be submitted to the Academic Registrar in writing and signed by the student or ex-student. The written request should detail the student's name at the time of receipt of the document, award title, year of completion and the address for posting.
- 9.3.3. Requests may be accepted by fax, faxed requests must be marked for the attention of the Academic Registrar. Transcripts and supplements are official documents containing the Institute seal and cannot be emailed or faxed.
- 9.3.4. There is an administration fee for processing additional transcripts or supplements; £7.50 for current students and £15 for ex-students; this fee includes postage. Documents will not be released until payment has been received. Payments should be made by sterling cheque or sterling bankers draft made payable to Maryvale Institute and sent with a written request to the Academic Registrar. Regrettably the Institute is unable to accept payments made in foreign currencies.
- 9.3.5. Requests for replacement documents should be made at least 10 working days before they are required. The Registry will aim to process requests within 10 working days of receipt of a signed request accompanied by the relevant fee. You will need to allow extra time for the posting if the documents are to be posted to somewhere outside the UK.
- 9.3.6. For queries regarding the provision of transcripts or supplements contact regasst@maryvale.ac.uk

9.4. Certificates

- 9.4.1. Certificates are awarded jointly by the Institute and its validating bodies.
- 9.4.2. Certificates are presented to graduating students at the awards ceremony each December. Those graduating but not attending the ceremony will receive their certificate and transcript in the post following the ceremony.
- 9.4.3. Students awarded any qualification will be issued with a certificate in respect of that qualification in the name held in formal records at the point when the qualification is conferred. A certificate will not be amended or reissued in a different name if a change of name is notified after the date the qualification is conferred, except in the case of an error by Institute in recording personal details, or if a valid request is made under the Gender Recognition Act 2004. A duplicate

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

- 9.4.4. Certificates can be provided on request to students reaching certificate or diploma level who intend to continue to the full final award. There is an operational charge for this of £54. Payment should be made by sterling cheque or sterling banker's draft made payable to Maryvale Institute and sent with a written request to the Academic Registrar. Regrettably the Institute is unable to accept payments made in foreign currencies. The written request should detail the student's name, programme of study and year of study and must bear the student's signature.

9.5 Requesting duplicate certificates

- 9.5.1. The certificate issued as proof of the conferment of a validated award is a unique and valuable document which should be carefully preserved by its recipient.
- 9.5.2. The loss or destruction of a certificate is a serious matter and a duplicate or replacement will only be issued at the discretion of the Institute and the relevant validating body. The Institute reserves the right not to issue a duplicate certificate or to specify reasons for its decision.
- 9.5.3. Under no circumstances will a certificate be issued to any applicant who is holding an original.
- 9.5.4. A duplicate certificate will not be issued where a previous duplicate has already been issued.
- 9.5.5. Those seeking a duplicate certificate for an Open University award need to apply directly to The OU via <http://www.open.ac.uk/cicp/main/validation/awards-and-aftercare/ou-validated-awards-duplicate-certificates>
- 9.5.6. For all other Maryvale and Maryvale HIRS awards duplicate replacement certificates may be requested via the Academic Registrar. Requests must be made in writing and signed by the student or ex-student.
- 9.5.7. On receipt of the written request the student will be sent an application form. The completed form must be returned to the Academic Registrar with the required fee.
- 9.5.8. The operation fee for duplicate certificates is £54; see point 9.4.4 above for methods of payment.
- 9.5.9. Requests for duplicate or replacement certificates should be made at least 30 working days before they are required. The Registry will aim to process requests within 30 working days of receipt of a signed request accompanied by the relevant fee. You will need to allow extra time for posting if the certificate is to be posted to somewhere outside the UK.

If you have any queries regarding the awarding of certificates or obtaining duplicates or replacements contact the Registry on registry@maryvale.ac.uk.