

Academic Regulations and Academic Support – a summary for new students

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1. Introduction

When you study with an education provider such as Study Group, or a university in the United Kingdom or Europe, your ISC, College or University will have a set of Academic Regulations. Academic Regulations set out how the learning and teaching will be delivered, and what rules you must follow in completing your work and assessments. These regulations are included in handbooks and on the virtual learning environment (VLE) and are separate from other policies and regulations such as those that are aimed at keeping you and everyone safe.

This document is to help you understand what the purposes of academic and assessment regulations are, and how these should help you during your time studying with us.

2. Academic Regulations and Assessment Regulations

a. Academic Regulations

The Academic Regulations explain the requirements and expectations for the Centre or College's courses (also known as programmes of study). They are approved by Study Group's central Academic Board and are followed by all staff and students. The Regulations explain what is required and expected from you as a student from the start of your student journey to the end: from admissions decisions, mode of learning and how you should engage with your studies, to how you should complete your courses and progress to your chosen University. Each area is set out in detail in the full set of Academic Regulations and inform decisions and actions in relation to learning, teaching and assessment. Within the Academic Regulations, you will find a set of *Assessment* Regulations, which is addressed below. These Assessment Regulations may be made available to you separately.

To support the Academic Regulations, your Centre/College will have procedures, which can be thought of as rules, that must be followed so that the Regulations are not broken. An example of a set of procedures is the set-up and running of an examination. These policies and procedures are all aimed at ensuring that the results that you receive at the end of your studies with us are an accurate record of your achievement, and that the academic standards have been kept secure.

b. Assessment Regulations

To pass a module, you need to demonstrate that you have met all the module *learning outcomes* to a satisfactory standard. The learning outcomes set out the skills, knowledge or understanding you will have developed by the end of the module. In order for us to decide if you have met the learning outcomes of a module, we must assess you, and we do this through a number of ways. These include timed assessments, which might be in an exam situation, or through the submission of a piece of course work handed in to a given deadline, electronically or in person.

While your module handbook (or equivalent) will provide details of the learning outcomes and the assessment methods that are used, the Assessment Regulations set out the *rules* that apply. For example, they tell students and staff what they need to do if a situation arises which affects a student's ability to meet an assessment deadline, for example. This is called *mitigating (or personal) circumstances*. The Assessment Regulations also set out how a claim of academic impropriety / misconduct (such as plagiarism or collusion), deliberate or not, should be dealt with. They

also guide the staff about the penalties that apply when misconduct is shown to have taken place. In addition, these Regulations will tell you what to do if you want to make a complaint or submit an academic appeal. Centre/College staff will also be able to provide you with guidance and advice about this.

When these rules and processes are followed closely, it ensures that students are treated fairly and equally. This approach is one of the key principles that underpin the Assessment Regulations. By publishing these Regulations to students in full, your Centre or College is making sure that they are completely clear in everything related to your assessment, which is a very important part of the learning journey, allowing you to show that you have met the academic (and language level) requirements.

If you are not sure where to find the full Academic Regulations or the Assessment Regulations, Centre/College staff will be happy to help you locate them.

3. Academic Support – Personal Tutors and Progression Support

To support you to achieve the best outcomes during and at the end of your studies, each Centre and College has several ways to help you reach your goals with us. Not every study centre is identical, and so the arrangements will vary depending on where you are studying.

It is likely that you will be assigned a *Personal Tutor*. Your Personal Tutor is someone you can meet in person or online to talk about any issues you are having with your learning, and help you identify what you need to do to make sure you are on track to progress to your chosen university. If your Personal Tutor is not able to help you with something, for example, you might be struggling with your emotions, there are other resources that he or she will direct you to. In this case, the *Safeguarding Policy* might be the most useful resource. The Safeguarding Policy tells you about the range of ways in which we ensure that students are protected, that students protect themselves, and do not harm others. This policy is made available at induction and is always available from your Centre or College.

Personal tutorials (they may be called something a different in your Centre or College) will be timetabled, and you might be able to meet as a group of students as well as on a one-to-one basis. Your Student Handbook will inform you about this.

There may be a *Progression Support* member of staff, or even a team; your Student Handbook and/or VLE will advise you on what support is available. The purpose of these staff posts is to work with you to discuss any issues that you might be having with your studies and agreeing – sometimes through a study plan or a learning agreement – how you can together solve any issues that might be identified to help you succeed.

It is important that if you are advised or asked to take advantage of extra support offered to you, for example *Plus* or *Booster Classes*, that you take up the offer. Our long history of providing academic support has shown that additional support classes are a valuable way to help students to reach their goals.

4. Sources of Further Information

As you will know through pre-arrival information and material you will have received before you started your course, and during induction and welcome events, we value the importance of providing you, the student, with all the information you need to have a successful, safe and enjoyable time with us. If you feel you don't know where to find some information, your VLE will be a rich source of information, and the staff in the Centre or College will be more than happy to help.

A *Glossary of Terms* is normally published in each Student Handbook, which will help you to understand many of the words or terms that are used about the learning and teaching. Again, don't be afraid to ask a member of the Centre/College staff if you are unsure about the meaning of something.

Each Centre /College is supported by a central *Directorate for Student Success*, which works with your tutors, management and support staff to make sure that the Regulations and the processes and rules that go with the regulations are applied properly so that you have every chance of fully engaging in your learning and succeeding in your studies.