

# **Blackpool and The Fylde College**

## **Higher Education Academic Regulations: Part A**

**Version:** 3.0

**Academic Year:** 2023/24

## Revision History

Ver	Date	Author	Description
1.0	October 2013	Peter Greenall	Introduction Of Sections A1, A2 and A4.11
1.1	January 2013	Peter Greenall	Introduction Of Sections A7 and A8
1.2	March 2014	Scott Smith	Introduction Of Section A5
1.3	July 2014	Scott Smith	Introduction Of Section A4.10
1.4	December 2014	Scott Smith	Introduction Of Sections A3 and A4.8
1.5	May 2015	Scott Smith	Introduction Of Section A6
1.6	June 2015	Scott Smith	Introduction Of Section A4
1.7	February 2016	Scott Smith	Introduction of Section A9
1.7.1	July 2016	Scott Smith	<p>Amendments to titles and a change to viva voce (A4.1.14) that encompass the new SQA Higher National regulations</p> <p>Changes to Section A1.3 to amend the awarding power status of Blackpool and The Fylde College.</p> <p>In Section A3.4.1 the addition of a statement setting out responsibility for the approval of College Awards</p>
1.7.2	December 2016	Scott Smith	Small iterative changes. Alignment sector and partner changes
1.8	October 2017	Scott Smith	<p>Updates relating to:</p> <ul style="list-style-type: none"> <li>• The amount of assessment required to award a degree posthumously</li> <li>• The introduction of Blackpool and The Fylde College's HEAR</li> <li>• Clarification of when condonation can be awarded</li> <li>• In line with sector and QAA practice, the renaming of Accreditation of Prior Learning (APL) to Recognition of Prior Learning (RPL)</li> <li>• The removal of a right of academic appeal against admission</li> <li>• Some small typographical updates</li> </ul>

1.8.1	March 2019	Scott Smith	Amendments of all references to HFCE, KIS, OFFA and Quality Code to the appropriate body or section. Addition of a section relating to updating.
1.8.2	March 2020	Johnny Davison	Addition of a sub section relating to force majeure
1.8.3	July 2020	Scott Smith	Removal of a reference to B10: Admissions
1.8.4	August 2021	Scott Smith	Various updates, in the main, relating to changes to Part Bs Additional section relating to module aggregate calculation Level 7 descriptors added Removed reference to Concept Document Further clarity added to RPL section Removal of A7 Management of Study Plans Clarity of wording around malpractice and misconduct Removal of A9.2 pertaining to Published Information Various typographical updates
2.0	February 2022	Scott Smith	Various changes to facilitate the delivery of level 6 programmes under the College's own Degree Awarding Powers.
2.1	June 2022	Scott Smith	Amendments to A4.1.7 relating to reasonable adjustments and the Equality Act 2010.
3.0	June 2023	Scott Smith	Inclusion of Credit awards. The distribution of elements relating to specific part Bs into the relevant section.

## CONTENTS

<b>A1 Introduction.....</b>	<b>7</b>
A1.1 Mission and Values.....	7
A1.2 Awarding Powers.....	7
A1.3 Scope and Application .....	7
A1.4 Competent Authority .....	8
A1.4.1 Force Majeure .....	8
<b>A2 Structure.....</b>	<b>10</b>
A2.1 Overview.....	10
A2.2 Revising Authority.....	10
A2.3 Administration .....	10
<b>A3 Award Design, Validation and Review .....</b>	<b>11</b>
A3.1 Appropriate Content.....	11
A3.2 Award Design .....	11
A3.2.1 Principles.....	11
A3.2.2 Modules, Credits and Levels .....	12
A3.2.3 Qualification Structures .....	16
A3.2.4 Curriculum Design .....	17
A3.2.5 Naming of Awards .....	18
A3.2.6 Design Guidelines .....	18
A3.2.7 Posthumous and Aegrotat Awards .....	19
<b>A4 Academic Assessments and Awards .....</b>	<b>20</b>
A4.1 Assessment Overview .....	20
A4.1.1 Overview .....	20
A4.1.2 Aims of Assessment.....	21
A4.1.3 Responsibility for Assessment.....	21
A4.1.4 Pass / Fail Assessments .....	22
A4.1.5 Communication.....	22
A4.1.6 Professional, statutory and regulatory bodies.....	23

A4.1.7 Reasonable Adjustments.....	23
A4.1.8 English Language Competence.....	24
A4.2 Grade Descriptor Guidelines .....	24
A4.2.1 Feedback Grades .....	24
A4.3 Primary and Secondary Grade Descriptors .....	25
4.3.1 Blackpool and The Fylde College Primary Grade Descriptors .....	26
A4.4 Assessment Submission and Reassessment .....	28
A4.4.1 Assessment Submission .....	28
A4.4.2 Due dates .....	28
A4.4.3 Amendments to Deadlines .....	29
A4.4.4 Late Work .....	29
A4.4.5 Reassessment.....	30
A4.4.6 Repeat Years.....	31
A4.5 Academic Progression and Award.....	31
A4.5.1 Module Aggregate Calculation .....	31
A4.5.2 Aggregation Precision .....	32
A4.5.3 Pass Fail Assessments .....	32
A4.5.4 Ultimate Authority .....	32
A4.5.5 Transcripts.....	33
A4.5.6 Condonation .....	33
A4.5.7 Progression .....	33
A4.5.8 Student Debt .....	33
A4.6 Classification of Degree Awards.....	34
A4.6.1 Foundation Degrees .....	34
A4.6.2 Bachelor's DegreeS.....	35
A4.6.3 Other Awards.....	36
A4.7 Award Confirmation and Certification .....	36
A4.8 Award Confirmation .....	37
A4.9 Certification.....	37
A4.9.1 Replacement Certificates .....	37

A4.10 Retention of Marked Work .....	38
A4.11 Notification of Results .....	38
<b>A5 Admissions .....</b>	<b>39</b>
A5.1 Overview.....	39
A5.2 Aims and Objectives .....	40
A5.2.1 Aims .....	40
A5.2.2 Objectives.....	41
A5.3 Entry Criteria.....	41
A5.3.1 Interviews and Auditions.....	42
A5.3.2 Additional Selection Instruments .....	42
A5.3.3 English Language Proficiency .....	43
A5.3.4 UK Visas and Immigration .....	43
A5.4 Criminal Records .....	43
A5.5 Duty of Care .....	44
A5.6 Deception .....	44
A5.6.1 Definitions.....	44
A5.6.2 Detection .....	45
A5.7 Roles and Responsibilities.....	45
A5.8 Monitoring .....	46

## A1 INTRODUCTION

### A1.1 MISSION AND VALUES

**College mission:** *“Inspirational learning creating outstanding futures”*

Blackpool and The Fylde College serves individuals, communities and employers by providing excellent learning opportunities that enhance social development and contribute to economic success. Blackpool and The Fylde College transforms lives by inspiring students and apprentices to achieve their potential in a supportive learning environment.

**College values:**

1. Placing the student at the heart of all we do.
2. Showing fairness, courtesy and mutual respect.
3. Learning, teaching and assessment as the key to our success.
4. Empowering everyone to achieve their full potential.
5. Working collaboratively to achieve excellence and growth across all the communities that we serve.

### A1.2 AWARDING POWERS

Blackpool and The Fylde College currently holds Bachelors' Degree Awarding Powers. These regulations apply in their entirety to awards made by Blackpool and The Fylde College.

### A1.3 SCOPE AND APPLICATION

These regulations outline the structures, policies and procedures that contribute to academic quality assurance and enhancement at the Blackpool and The Fylde College. Consequently, the principles conform to the regulatory framework requirements of the Office for Students (OfS) and its risk-based approach to regulation as set out under section 75 of the Higher Education and Research Act 2017 (HERA); in doing so they also align with the OfS's aim “that English higher education is delivering positive outcomes for students”.

Unless explicitly stated otherwise, these regulations apply to all appropriate higher education programmes at Blackpool and The Fylde College. Where Blackpool and The Fylde College programmes lead to awards of other institutions, these regulations shall apply to the maximum extent possible within the requirements of the relevant awarding body, but in the case of significant conflict of regulations, those of the awarding body shall take precedence. Where practicable, Blackpool and The Fylde College will seek formal recognition of these regulations by its partner institutions.

These regulations form part of the contractual agreement made between Blackpool and The Fylde College and students or apprentices undertaking a Higher Education programme of study at the College. The Higher Education Academic Regulations are updated annually; students and apprentices therefore are, normally, subject to the refreshed academic regulations applicable at the start of each academic year, where a level of study is delivered across more than one academic year a student or apprentice will remain on the regulations applicable at the start of the level in question.

These regulations support the delivery of the Blackpool and The Fylde College HE Strategy and align with the Blackpool and The Fylde College Apprenticeship Strategy.

#### A1.4 COMPETENT AUTHORITY

The final authority regarding interpretation and implementation of Blackpool and The Fylde College academic regulations shall be with the Higher Education Academic Board.

The Higher Education Academic Board may, by minuted resolution, constitute sub-committees to administer the operation of the whole of these regulations, or any part thereof. Unless the resolution creating such a sub-committee explicitly limits its powers, each/any sub-committee shall have the authority to decide matters on behalf of the Higher Education Academic Board and shall report its decisions in writing to be included in the minutes of the next scheduled meeting of Higher Education Academic Board.

Where the Higher Education Academic Board is satisfied that these regulations result in a significant disadvantage to any student or apprentice who was already enrolled on their programme prior to the date of implementation or change, it shall have discretion to authorise variations from these regulations to ensure that the student or apprentice is treated fairly. All such variations must be explicitly authorised in writing by the Higher Education Academic Board or sub-committee. The Blackpool and The Fylde Committees Handbook defines the membership and terms of reference for the Higher Education Academic Board.

---

##### A1.4.1 FORCE MAJEURE

Blackpool and The Fylde College will do all that it reasonably can to provide educational services as described on its website or in the prospectus or other documents issued by it to appropriately enrolled students or apprentices. Sometimes circumstances beyond its control mean that it cannot provide such educational services. This might be because of, for example:

- Industrial action by colleagues or third parties
- Acts of God
- Acts of terrorism



- Epidemics, pandemics or any other like events

In these circumstances, Blackpool and The Fylde College will take all reasonable steps to minimise the resultant disruption to those services and to affected students and apprentices by, for example, offering affected students or apprentices the chance to undertake learning remotely or at a different campus, or by delivering a modified version of the same programme, but to the full extent that is possible under the general law. Blackpool and The Fylde College excludes liability for any loss and/or damage suffered by any applicant, student or apprentice.

## A2 STRUCTURE

### A2.1 OVERVIEW

These academic regulations are arranged in two parts:

- Part A      Blackpool and The Fylde College Higher Education Academic Regulations:** this section contains the core precepts and regulations of Blackpool and The Fylde College's higher education provision.
- Part B      Operational Policies and Procedures:** detailed implementation protocols, flowcharts, etc. Relating to the implementation of policies and regulations.

### A2.2 REVISING AUTHORITY

Part A of this document (Blackpool and The Fylde College Higher Education Academic Regulations) may only be changed by minuted resolution of the full Higher Education Academic Board or constituted sub-committees as outlined in A1.4 Competent Authority.

Authority to amend and update Part B is delegated to the Academic Standards and Development Committee (ASDC). This delegation may be revoked or amended by minuted resolution of the Higher Education Academic Board. Minutes of the meetings of any Academic Standards and Development Committee meeting that amends or updates these parts will normally be copied to the next scheduled Higher Education Academic Board for information.

A definitive version of this document, including all revisions approved by the Higher Education Academic Board, will be maintained by the Higher Education Academic Registrar.

### A2.3 ADMINISTRATION

These regulations are updated annually in-line with the revising authority requirements set out in A2.2. There are however instances that may require administrative amendments to be made both in year and in preparation for the subsequent academic year; these amendments are restricted to the updating of the academic year to which the part pertains and changes to named roles within Blackpool and The Fylde College. These changes may be undertaken with immediate effect, with the approval of the Director of Higher Education. A record of any administrative changes will be presented to the Academic Standards and Development Committee annually.

## A3 AWARD DESIGN, VALIDATION AND REVIEW

### A3.1 APPROPRIATE CONTENT

Blackpool and The Fylde College awards, and constituent modules may focus on any area of academic discourse or of vocational and / or social interest, including areas that may involve controversial views or beliefs, subject to the following constraints:

- Study of the area of discourse selected must reasonably be considered to contribute to the programme learning outcomes.
- Study must not expose students, apprentices or academic colleagues to significant risks of physical, mental, moral or spiritual harm.
- Curriculum design must allow for the testing, discussion and evaluation of any assertions made and of any implicit underlying assumptions, beliefs and values in the light of all available evidence.
- The right of academic colleagues and students or apprentices to hold, express and promote personal views and/or beliefs must be protected, provided that any such expression is lawful and does not intrude unreasonably on others' rights to hold different views and/or beliefs.

### A3.2 AWARD DESIGN

#### A3.2.1 PRINCIPLES

- All Blackpool and The Fylde College awards are consistent with the UK Quality Code for Higher Education which incorporates the Framework for Higher Education Qualifications (FHEQ) 2014, Subject Benchmark Statements and the Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (2021).
- Awards are defined by a series of benchmarks relating to the general level of knowledge and skills required to register for the award, and the qualification, credit volume and study levels required to achieve the awards.
- To the greatest extent possible within the principles, expectations and practices of the UK Quality Code for Higher Education, and the requirements of any relevant professional and/or statutory body, Blackpool and The Fylde College programmes are designed to have non-discriminatory programme outcomes and core competences.
- Blackpool and The Fylde College awards may be structured so that programmes incorporate intermediate awards with appropriate learning outcomes.
- Qualifications can only be conferred or recommended where a student or apprentice has registered for and successfully completed a programme of study leading to an approved award.

- English is the primary language of learning and assessment for all awards except where the study area involves foreign languages.
- Where an award is recognised by and subject to the regulations of a professional regulatory or statutory body (PRSB) and there is a conflict between these regulations and those of the PRSB, then the regulations of the PRSB shall normally have precedence.

---

### A3.2.2 MODULES, CREDITS AND LEVELS

Blackpool and The Fylde College defines its provision in terms of programmes, modules, credits and levels.

---

#### MODULES

Each module is self-contained with defined learning outcomes and a specified volume of credit at a defined level.

Modules can also stand alone as coherent credit bearing learning experiences in their own right.

Modules may have specified pre-requisites/precursors. Where these are stated, they may determine the order in which modules or combinations of modules are undertaken.

Essential elements of learning within a named programme award may be indicated through the specification of core/mandatory modules at validation. Such modules must be passed for the named award to be conferred.

Modules contributing to programmes leading to a professional qualification may integrate academic and professional components.

Blackpool and The Fylde College may, where academically sound, change the modules offered and/or the content of individual modules but in doing so will ensure that students or apprentices who have legitimately registered for a named award will be able to follow an appropriate series of modules to qualify for the named award within the normal registration period.

Where appropriate and where specified in the relevant programme validation document, students or apprentices may be offered the opportunity to select from elective modules.

The total credits of all modules studied at any level of a programme must always equate to the requirements of the programme.

---

#### CREDITS

In determining the number of credits required to achieve an award, Blackpool and The Fylde College recognises one credit as equivalent to ten hours of notional

academic learning time. A standard academic year of full-time study equates to 120 credits (1200 notional hours).

---

## QUALIFICATION LEVELS

Each module is placed at one of five academic levels. These are:

---

### LEVELS 3 – FURTHER EDUCATION

Certain programmes may contain modules at level 3. These modules contribute to Higher Education awards only by providing underpinning knowledge and/or preparatory skills. They do not form part of the summative classification structure of any Higher Education awards.

These modules are allocated a level by reference to the challenge and content of comparable FE awards and have assessment strategies based on those of FE awards.

The following levels are defined by the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

---

### LEVEL 4

Level 4 modules provide the opportunity to demonstrate:

- Knowledge of the underlying concepts and principles associated with the area of study, and an ability to evaluate and interpret these within the context of that area of study.
- An ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.
- A Level 4 module should contribute substantially to the students' or apprentices' capacity to:
  - Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work.
  - Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.
  - Undertake further training and develop new skills within a structured and managed environment.
  - Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

---

## LEVEL 5

Level 5 modules provide the opportunity to demonstrate:

- Knowledge and critical understanding of the well-established principles of the area of study, and of the way in which those principles have developed.
- Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.
- Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.
- An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

A Level 5 module should contribute substantially to the students' or apprentices' capacity to:

- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
- Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.
- Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
- Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.

---

## LEVEL 6

Level 6 modules provide the opportunity to demonstrate:

- A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.
- An ability to deploy accurately established techniques of analysis and enquiry within a discipline.
- Conceptual understanding that enables the student or apprentice:
  - To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline.
  - To describe and comment upon aspects of current research, or equivalent advanced scholarship, in the discipline.
- An appreciation of the uncertainty, ambiguity and limits of knowledge

- The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

A Level 6 module should contribute substantially to the students' or apprentices' ability to:

- Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.
- Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem.
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- Demonstrate the qualities and transferable skills necessary for employment requiring:
  - The exercise of initiative and personal responsibility
  - Decision-making in complex and unpredictable contexts
  - The learning ability needed to undertake appropriate further training of a professional or equivalent nature.

---

## LEVEL 7

Level 7 modules provide the opportunity to demonstrate:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
- Conceptual understanding that enables the student or apprentice:
  - To evaluate critically current research and advanced scholarship in the discipline.
  - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

A Level 7 module should contribute substantially to the students' or apprentices' ability to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
- Continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - The exercise of initiative and personal responsibility
  - Decision-making in complex and unpredictable situations
  - The independent learning ability required for continuing professional development.

### A3.2.3 QUALIFICATION STRUCTURES

The range of qualifications awarded by Blackpool and The Fylde College, and their structures in terms of their minimum content at various academic levels (based on a typical full-time academic year of 120 credits) are as listed in the following table:

Credits			
Award	Level 4	Level 5	Level 6
Certificate of Higher Education (exit award)	120	-	-
Certificate of Higher Education (named award)	120		
Diploma of Higher Education (exit award)	120	120	
Diploma of Higher Education (named award)	120	120	
Foundation Degree	120	120	-
Bachelor's Degree with Honours (Top-up)	-	-	120
Bachelor's Degree with Honours	120	120	120

The levels shown in the table above are minima and individual programme specifications may exceed the rigour indicated either by increasing the required number of credits at any level or by substituting credits at a higher level for credits at lower levels.



---

#### A3.2.3.1 HIGHER EDUCATION CREDIT CERTIFICATES

Blackpool and The Fylde College also defines smaller awards, namely, Higher Education Credit Certificates. For the avoidance of doubt, these Certificates are distinct from Certificates of Higher Education, either named or exit.

Higher Education Credit Certificate awards are only made at level 4 and allow for the award of credit from 30 to 90. Higher Education Credit Certificates will be developed in the same way as all other Blackpool and The Fylde College awards utilising B4 Course Design and Development.

Applicants to Higher Education Credit Certificates may not enact the regulations relating to Recognition of Prior Learning.

Where Higher Education Credit Certificates are developed utilising pre-existing modules from Blackpool and The Fylde College currently validated programmes, the credit awarded for a Certificate may contribute towards a subsequent enrolment to the programme from which the modules were taken; where the programme has been revalidated, the Recognition of Prior Learning regulations will apply. If the subsequent enrolment is to a Foundation Degree, the marks awarded for the Higher Education Credit Certificate modules will contribute to the classification of the new enrolment.

---

#### A3.2.4 CURRICULUM DESIGN

- Each qualification is designed to be a valid, coherent whole and to produce a distinctive, relevant outcome for the student or apprentice whether it also provides a stepping-stone to another award.
- Each programme is intended to address the QAA Subject Benchmark Statements in the relevant subject area at a level consistent with the award. Bachelor's Degrees with Honours are designed to comply fully with the Benchmarks unless a reasoned case can be made for departing from the standard. Lower awards are constructed so that they contribute in an appropriate manner to the academic progression towards a Bachelor's Degree with Honours
- Each Bachelor's Degree with Honours is aligned to the minimum expectations set out in Annex D: Outcome classification descriptions for FHEQ Level 6
- Foundation Degrees are designed to meet in full the expectations of the QAA Foundation Degree Characteristics Statement
- Higher and Degree Apprenticeship programmes are designed to appropriately reflect the expectations of the QAA Higher Education in Apprenticeships Characteristics Statement and the appropriate apprenticeship standard(s)
- All programme designs provide the opportunity to develop transferable skills. In some cases, these are embedded within academic modules, in others they are taught separately.

---

### A3.2.5 NAMING OF AWARDS

---

#### SUBJECT TITLE

Each award should bear a subject title reflecting its principal subject area, subject to the following criteria.

- i. Subject titles should reflect the subject area(s) of the majority of the material studied. The inclusion of material from another subject area, or from a narrower specialism within the principal subject area, amounting to 25% or less of the credits of an award should not be reflected in the subject title of the award.
- ii. Both a Certificate and Diploma of Higher Education awarded, as an exit award, are not normally given a subject title appropriate to the study that an individual student or apprentice has completed successfully.
- iii. Higher Education Credit Certificates and Certificates and Diplomas of Higher Education awarded, as a named award, are given a subject title as set out in i.

---

#### AWARD TITLE

Degree programmes will lead to the award of one of the titles below.:

- FdA or BA. These are generally used in art and design, the arts and humanities and areas of social science and business studies.
- FdSc or BSc. These are generally used in areas of science, mathematics, their applications and in certain other disciplines of an analytical nature.
- FdEng or BEng. These are reserved for programmes which provide a technologically broad-based education with an emphasis on engineering applications.

Pre-nominal letters do not apply to the award of Higher Education Credit Certificates. Unlike all other awards, certificates generated for these awards will include the number of credits achieved. For example, Higher Education Level 4 Certificate (60 Credits) in Project Management.

---

### A3.2.6 DESIGN GUIDELINES

---

Normally, the size of modules at all academic levels will be 20 credits. The use of double modules for substantial pieces of project work, dissertations, etc. is permitted however modules should not normally exceed 40 credits.

Normally, each award should have at least one module, typically a project/dissertation in the final year/stage that allows the student and apprentice to apply learning gained across the programme to an assessed synoptic task.

Variations from this general guidance is permitted but should be clearly justified in validation documents.

---

### A3.2.7 POSTHUMOUS AND AEGROTAT AWARDS

Blackpool and The Fylde College may grant awards to deceased students or apprentices, who had before they died, completed all the required modules and assessment (examinations and/or coursework) and had fully met the approved criteria for the award. Blackpool and The Fylde College shall also have discretion, on the recommendation of the relevant Board of Examiners, to grant a posthumous award to deceased students or apprentices who had not completed all the required modules and assessment nor fully met the approved criteria for the award; in such cases, to be awarded, the student or apprentice must have achieved 50% or more of the credit required for the level of their study, i.e. a level 5 foundation degree student or apprentice could be awarded a foundation degree having achieved 50 % of the level 5 credit and a level 5 bachelors' student or apprentice could be awarded a Diploma of Higher Education having achieved 50 % of the level 5 credit, in either example a classification may be provided based on the average of the credit already achieved.

Blackpool and The Fylde College may also grant an aegrotat award to students or apprentices who are unable to continue their studies but would have satisfied the standard required for the award had they been able to continue. In such cases the same calculation as used to calculate a posthumous shall be applied however aegrotat awards will not be classified.

In the case of either award, where a student or apprentice does not meet the required 50% threshold, where one exists, a student or apprentice will normally be awarded the relevant award relating to the previous level of study.

The certificate in respect of the qualification awarded shall bear a date earlier than that of the candidate's death and shall be sent to the next of kin as soon as possible after the grant of the award.

## A4 ACADEMIC ASSESSMENTS AND AWARDS

### A4.1 ASSESSMENT OVERVIEW

#### A4.1.1 OVERVIEW

Blackpool and The Fylde College ensures that all its assessment processes are valid and reliable. Great importance is placed on ensuring that assessment practices are appropriate and meet each of the programmes aims and learning outcomes.

Assessment processes aim to facilitate the making of judgements about a student's or apprentice's achievement of academic standards set in terms of knowledge, skills and understanding. All higher education programmes within Blackpool and The Fylde College incorporate specific assessment strategies which include a variety of tasks and projects. The underpinning themes that inform the assessment processes reflect the need to educate within an inclusive, equitable, ethical and objective framework.

These principles require assessment processes to be embedded within the learning and teaching strategies, and include diagnostic, formative, summative and synoptic assessment and feedback. These ensure there is equivalence in terms of the assessment demands on students or apprentices from programmes of a similar level and ensures that there is on-going review to avoid over assessment. Assessment tasks ensure that students or apprentices have opportunities to demonstrate knowledge and skills in different ways. The process requires the creation of assessment schedules which are staged to ensure that the assessment facilitates deep learning and targeted development of employability skills. Appropriate feedback on assessment is seen as the cornerstone of any effective assessment process and is prioritised through the practice of providing timely, formative, constructive comments with recommendations for further improvement.

Equitable and ethical principles are applied to ensure that assessment tasks, schedules and grade descriptors relate to, and conform to, programme and module learning outcomes. Student and apprentice support systems ensure that students and apprentices are informed of and understand the assessments tasks, criteria and procedures at appropriate times. The process ensures that it avoids bias in terms of legal sex, gender, sexual orientation, ethnicity, religion or belief, age, class or disability. Where assessment takes place online the systems will ensure that effective protocols are adhered to. The process will also explicitly incorporate requirements for effective evaluation by students and apprentices, academic colleagues and quality committees.

Objectivity and regulatory requirements are reflected in the systems in place to facilitate robust impartial decisions on progression and achievement in line with levels of the programme, award and the UK Quality Code for Higher Education.

---

#### A4.1.2 AIMS OF ASSESSMENT

All programmes of study will provide various assessment methods to facilitate effective learning and will include a range of approaches to learning. Assessments must ensure that standards are maintained in reference to external reference points that include the UK Quality Code for Higher Education and professional, statutory and/or regulatory bodies.

The main aims of assessment are:

- To assist in measuring, rewarding and celebrating student and apprentice learning.
- To measure objectively, record, and report on student or apprentice progress and achievement of programme and module learning outcomes.
- To address gaps in learning and understanding through effective feedback.
- To facilitate the application of learning in diverse contexts.
- To offer opportunities for credit accumulation and progression.
- To make use of a variety of methods and tasks to provide the optimum opportunities to demonstrate learning.

The aims of the associated processes are:

- Explicitly to ensure equal opportunities for students and apprentices
- To allow for adapted and/or alternative assessments for students or apprentices with particular needs.
- To ensure that information on timing, nature, procedures and criteria for assessment are published accurately to students and apprentices.
- To provide a consistent process incorporating appropriate internal and external scrutiny of assessment tasks, criteria and judgements to confirm validity, reliability and integrity.
- To ensure that regulations are applied consistently in the measurement and interpretation of student and apprentice achievement in line with the academic infrastructure and programme outcomes.
- To evaluate the effectiveness of learning, teaching and assessment strategies.
- To ensure compliance with precepts within the code of practice on assessment, work based and placement learning.

---

#### A4.1.3 RESPONSIBILITY FOR ASSESSMENT

The relevant Head of Curriculum Area is ultimately responsible for effective assessment ensuring that individual programme teams are aware of their responsibilities regarding:

- The creation of assessment instruments.

- Ensuring that, before distribution to students and apprentices, assessment instruments meet the requirements set out in B6 - Assessment and Feedback.
- Ensuring that robust moderation of assessment instruments is undertaken in line with the requirements set out in B6 - Assessment and Feedback.

Compliance with assessment requirements is monitored via the Annual Programme Review (APR) process and at Module Board of Examiners, by Quality and Standards and the Higher Education Academic Board.

In addition, the role of external examining provides additional assurance to both Blackpool and The Fylde College and its partners about verification and moderation.

---

#### A4.1.4 PASS / FAIL ASSESSMENTS

The content and/or method(s) of an assessment may demonstrate achievement of specified learning outcomes but not lend itself to the grading of levels of achievement. Where this is the case, the assessment should be graded on a pass / fail basis and be excluded from the calculation of the overall grade for the module to which it contributes.

The validation document for an award may designate either a component or the whole module as falling into this category.

During the validation of a programme, the decision to use pass / fail assessments is the judgement of academic colleagues and should always consider that:

- The use of pass / fail assessments does not significantly distort or dilute the assessment burden of the module.
- The volume and nature of graded assessment within any individual module is sufficient to justify the award of an overall mark.
- The graded assessments within a module must give the student or apprentice an opportunity to demonstrate levels of achievement across the subject material and learning outcomes of the module.

Where a programme of study contains a pass/fail assessment, whether a whole module or component of a module, the pass/fail assessment must be completed successfully to secure the credit attributed to the specific module.

---

#### A4.1.5 COMMUNICATION

Students and apprentices must be informed of the number, timing and types of assessments they will be required to undertake. This information must be accessible

to students and apprentices in line with CMA guidance<sup>1</sup> and should include an approved disclaimer where necessary.

Changes in assessment deadlines should not be made without good reason. It is the responsibility of the Programme Leader to ensure that changes do not materially disadvantage the students or apprentices affected and that they receive information in a timely manner.

---

#### A4.1.6 PROFESSIONAL, STATUTORY AND REGULATORY BODIES

Accreditation, approval, endorsement or other recognition of awards and/or programmes by professional, statutory and regulatory bodies may impose additional requirements and/or restrictions on assessment.

These requirements may become part of the requirements for an award either at validation or by later amendment or may not affect the award itself but regulate the recognition that students and apprentices can expect after graduation.

Programme teams must ensure that all students and apprentices are fully informed of the implications of any such requirements.

---

#### A4.1.7 REASONABLE ADJUSTMENTS

Under the Equality Act 2010, Blackpool and The Fylde College is required to make Reasonable Adjustments to learning, teaching and assessment to appropriately support students and apprentices with learning differences and disabilities ensuring they are not disadvantaged. Blackpool and The Fylde College may also provide Reasonable Adjustments for students and apprentices who might not consider themselves to have a learning difference or disability but who nevertheless would benefit from additional support with their studies due to an ongoing medical or mental health condition.

Under the Equality Act, a disability is defined as a physical or mental impairment that has a substantial and long-term negative effect on a person's ability to do normal daily activities. 'Substantial' means it takes much longer than it usually would to complete a daily task. 'Long-term' generally means the condition has lasted, or is

---

<sup>1</sup> Competition and Markets Authority, UK higher education providers – advice on consumer protection law:  
[https://assets.publishing.service.gov.uk/media/6475b2f95f7bb7000c7fa14a/Consumer\\_law\\_advice\\_for\\_higher\\_education\\_providers\\_.pdf](https://assets.publishing.service.gov.uk/media/6475b2f95f7bb7000c7fa14a/Consumer_law_advice_for_higher_education_providers_.pdf)

likely to last, 12 months or more, although Blackpool and The Fylde College also provides support for students and apprentices with shorter-term conditions.

Individualised reasonable adjustments may be considered and agreed on a case-by-case basis to support students or apprentices with a disability or learning difference and other ongoing medical or mental health condition to best demonstrate their academic ability. Reasonable Adjustments include a wide range of options to support students and apprentices which can be much more effective than regular extensions. If this is an appropriate adjustment for the student or apprentice, this should be explicitly stated in their reasonable adjustment plan which will be discussed and agreed with the individual student or apprentice; curriculum areas are led by the Student Support, Wellbeing and Inclusion Service.

---

#### A4.1.8 ENGLISH LANGUAGE COMPETENCE

Satisfactory competence in the English Language is a condition of entry to Blackpool and The Fylde College programmes and difficulties that arise for students or apprentices whose first language is not English do not amount to a disability. As a result, access arrangements and/or alternative assessments will not be approved solely on the grounds of students' or apprentices' competence in English.

### A4.2 GRADE DESCRIPTOR GUIDELINES

---

#### A4.2.1 FEEDBACK GRADES

Any assessment leading to the award of a Blackpool and The Fylde College degree will be assessed by assigning one of the grades, A+ to F4, identified in 4.3.1 Where pedagogically sound and recognised in the programme validation document individual assessments may, by exception, be assessed by assigning percentile marks.

The available feedback grades and their relationship to classifications are illustrated in 4.3.1.

Where work is qualitatively assessed, it will first be tested against the grade descriptors appropriate to the level of the module and will be allocated to a category A-F. Once this has been done the quality of the work will be assessed to determine its relative quality within the band and it will be awarded a final grade on the scale A+ to F4 accordingly.

Where feedback is provided as a numeric mark, for the purposes of input into the record system, it will be converted to an aggregation score using the table set out in A4.5.1.



### A4.3 PRIMARY AND SECONDARY GRADE DESCRIPTORS

Blackpool and The Fylde College has developed a table of primary grade descriptors to assist in standardising the nature of achievement expected at each academic level and the grading of student or apprentice performance.

These primary grade descriptors are designed to assist academic colleagues in the design of assessments and would not normally directly form an assessment grade descriptor. Academic colleagues should make use of these primary grade descriptors to inform their assessment design and should produce appropriately contextualised grade descriptors (secondary grade descriptors) and whilst doing so they should always refer and utilise the level descriptors developed by seec (20212). The following general principles underpin the intended use of the seec credit level descriptors:

- i. The descriptors are designed to assist with the assignment of credit to elements of learning and the structuring of learning opportunities within programmes of study. They are not intended to replace qualifications descriptors but are aligned with the FHEQ and HECF
- ii. The descriptors provide an indicative benchmark for credit-rating and level setting and are not intended to be all-encompassing or prescriptive in nature.
- iii. It is acknowledged that the 'assignment of credit' and 'credit-rating' also requires the volume of credit to be benchmarked, as well as the level.
- iv. The descriptors are generic or transdisciplinary by design and can encompass learning in most learning, work and practice contexts.
- v. Programmes and modules in different learning, work and practice areas will emphasise different aspects of the descriptors.
- vi. The descriptors define learning positively and imply that learning is demonstrated 'effectively' in relation to specific learning, work and practice contexts.
- vii. The descriptors provide a benchmark for the level of learning, but it is not intended that all of the descriptors at a particular level necessarily need to be met for the learning to be ascribed to that level.
- viii. Higher-level descriptors subsume the descriptors at lower levels.
- ix. The language of the descriptors has been kept simple wherever possible and the descriptors make consistent use of terminology at each level.
- X. The descriptors are intended to be used and adapted by higher education providers, practitioners, employers and learners to suit their own development purposes

---

<sup>2</sup> [https://seec.org.uk/wp-content/uploads/2021/05/MDX\\_SEEC-Descriptors\\_Update-May-2021\\_Version-2\\_For-screen\\_AW13885.pdf](https://seec.org.uk/wp-content/uploads/2021/05/MDX_SEEC-Descriptors_Update-May-2021_Version-2_For-screen_AW13885.pdf)

#### 4.3.1 BLACKPOOL AND THE FYLDE COLLEGE PRIMARY GRADE DESCRIPTORS

Broad Descriptor	Grade	Aggregation Score	Grade Descriptor	Bachelor's Degree with Honours	Foundation Degree
Excellent	A+ A A-	24 21 18	Excellent range and depth of attainment of all learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures	First	Distinction
Good	B+ B B-	17 16 15	Good attainment of all learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding	Upper Second	Commendation
Satisfactory	C+ C C-	14 13 12	Satisfactory attainment of all learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding	Lower Second	Merit
Sufficient	D+ D D-	11 10 9	Sufficient attainment of all learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of	Third	Pass

			the analytical issues and concepts which is generally reasonable, albeit insecure		
Marginal fail	F1	7	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations	Fail	Fail
Fail	F2	4	Attainment of learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions		
Poor fail	F3	2	Attainment of learning outcomes appreciably deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation		
Very poor fail	F4	0	No submission or no convincing evidence of attainment of any learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary		

## A4.4 ASSESSMENT SUBMISSION AND REASSESSMENT

### A4.4.1 ASSESSMENT SUBMISSION

Written submissions will normally be through electronic means and use the Turnitin interface for the College VLE. Where it is not possible to submit written work electronically, the submission will be by delivery to a predetermined central point/person. All non-electronic submissions will be recorded and receipted.

As part of their submissions, candidates are required to make a declaration that the submitted work is their own and has not been submitted for any other award in substantially the same form by the candidate or any other person and affirming that acknowledgement has been made to assistance given and that all major sources have been appropriately referenced. No coursework, dissertation or project submission will be accepted without the inclusion of such a statement (included on the standard assessment front sheet).

In the case of group work where a submission in common is made by its members, all the students or apprentices within the group must sign the same statement.

Where work is submitted by secure electronic means, this/these declaration(s) will be deemed to have been made whether or not the work contains a student or apprentice signature.

### A4.4.2 DUE DATES

Formal examinations will be held on a specified date and at a specified time determined by the relevant programme team and confirmed by the Achievements team. This date and time will normally be communicated in writing to all affected students or apprentices at least one month in advance of the assessment date.

Other assessments will have a due date for completion. This date will:

- Be clearly stated on all assessment instruments.
- Be determined by the module tutor in consultation with the programme team and taking into account the indicative assessment duration set out in the specific validation documentation.
- Take account of Blackpool and The Fylde College's guidance on assessment feedback timeframes

At the start of each academic year, programme teams will issue the relevant assessment schedule providing students and apprentices with an overview of the assessment requirements relating to each distribution date, deadline and examination date. This information must be accessible to students and apprentices, be in line with CMA guidance and should include an approved disclaimer where necessary.

---

#### A4.4.3 AMENDMENTS TO DEADLINES

Amendments to deadlines are not permitted except in extraordinary circumstances e.g., where illness of a module tutor has adversely affected a cohort's ability to achieve the learning outcomes. Amendments may only be granted by the relevant Head of Curriculum Area who, when considering amendment requests, should consider:

- Any potential negative impacts on other assessments.
- That the student or apprentice experience is not compromised.
- That students' or apprentices' results should be considered by a Board of Examiners to facilitate timely progression or award opportunities.

Due care must be taken in setting a new due date for an assessment to ensure that the cohort in question can reasonably be expected to be prepared for the assessment by the revised due date and have had adequate opportunity to complete the necessary preparatory work and/or study. Amendments will be confirmed to the students or apprentices in writing specifying a new deadline in the form of a revised assessment front sheet.

All amendments to deadlines should be recorded on the College's Assessment Deadline Amendment Form, that includes confirmation that students or apprentices have been consulted. Each form should be retained by the Curriculum Area with a copy sent to the Higher Education Directorate who will ensure oversight of the number and scope of any amendments.

---

#### AMENDMENTS FOR STUDENTS OR APPRENTICES WITH MITIGATING CIRCUMSTANCES

Amendments to assessment deadlines may only be established by the Programme Leader/Module Tutor in liaison with the student or apprentice when an approved Personal Mitigating Circumstances application, that encompasses the particular assessment component(s), is in place.

---

#### A4.4.4 LATE WORK

Deadlines to submit work should normally be set on Mondays, Tuesdays and Fridays to avoid the third day occurring at a weekend.

For work assessed using percentages, marks between 50% and 69% will be reduced by ten percentage points. Other marks will be reduced according to the following table.

Where coursework is more than three days late a mark of zero or F4 will be awarded.

Late Work Penalties			
Grade marking		Numeric marking	
Quality of work	Grade Awarded	Quality of work	Percentage Awarded
A+	B+	87-100	68
A	B	74-86	65
A-	B-	70-73	62
B+	C+	60-69	50-59
B	C		
B-	C-		
C+	D+	50-59	40-49
C	D		
C-	D-		
D+	F1	40-49	31
D			
D-			
F1	F2	31-39	18
F2	F3	18-30	9
F3	F4	0-17	0
F4			

Where a submission is subject to a late penalty, if after the application of a late penalty the grade awarded is below the minimum pass mark, then the submission will be the student's or apprentice's second attempt with no reassessment being required and should be entered into the system as such. In all instances, as set out in section 4.4.5, the module to which the assignment contributes will be capped. For example, if a submission is awarded a grade of D+ but was submitted late (within 3 days) attempt 1 will be entered as a result of D+ with an adjusted result of F1 and, without any reassessment by the student or apprentice, attempt 2 will be entered as a result of D+ with an adjusted result of D- (minimum pass mark).

---

#### A4.4.5 REASSESSMENT

Where a student or apprentice has not met the lowest passing mark for a module, they will have the right to one reassessment of any failed assessment(s) in that module. Reassessment tasks and dates are non-negotiable and will be communicated to the student or apprentice in writing by the programme team following the relevant Module or Programme Board of Examiners.

Reassessment of failed work should normally take the form of a new assessment and should not be the resubmission of an improved version of the original assessment. Students and apprentices should be provided with an alternative assessment covering the outcomes of the original assessment. The reassessment should normally be of the same type as the original i.e. if the original assessment was an examination the reassessment should also be an examination. Where it is

not possible to replicate the original type of assessment, e.g., the original assessment is a group presentation; the relevant Head of Curriculum Area in consultation with the Higher Education Academic Registrar may approve an alternative assessment type.

Non-attendance at a resit examination or failure to submit other reassessment work by the deadline without an approved Personal Mitigating Circumstances application will result in a mark of zero or F4 being recorded. Where a reassessment mark is lower than the original mark the original mark will stand and will be used to calculate any module and stage aggregates. Any module(s) that is reassessed will be capped at the minimum pass mark.

#### A4.4.6 REPEAT YEARS

Students or apprentices who fail to meet the progression requirements of level 4 may undertake one repeat of level 4, in such circumstances they will commence on the programme as if for the first time.

Except for level 4 students and apprentices, no student or apprentice shall be given an unfair advantage over fellow students or apprentices through being allowed to automatically repeat a level of study or a whole programme of study although in certain circumstances a student or apprentice where they meet the specific criteria set out in Part B1 - Personal Mitigating Circumstances and Interruption of Study, they may be permitted to repeat a level of study.

### A4.5 ACADEMIC PROGRESSION AND AWARD

#### A4.5.1 MODULE AGGREGATE CALCULATION

The overall aggregate score of a module is derived by converting the mark achieved for each assessment to an aggregate score. These aggregate scores are specified in the table below. The weighted percentage of each assessment is then applied to assessment aggregation score, these are subsequently added together. Modules with a single assessment are obviously calculated as 100% assessment weighting. Pass/Fail assessments are not assigned a weighting and therefore do not influence the aggregation score. An example is provided below:

Module A			
	Assessment 1	Assessment 2	Assessment 3
Assessment weighting	40%	60%	0%
Mark awarded	C-	77%	Pass/Fail
Mark aggregate score	12	20.1	0
Mark weighted aggregate score	40% of 12 = 4.8	60% of 20.1 = 12.06	0
Module aggregate calculation $4.8 + 12.06 + 0 = 16.86$			

To pass a module, all learning outcomes must be met with a minimum module aggregation score of 9, equivalent to a D- or 40%. The only exception to this rule relates to the rules around condonation as set out in A4.5.6.

Grade	Aggregation Score	Percentile to aggregation score conversion									
A <sup>+</sup>	24	100	99	98	97	96	95	94	93	92	91
A	21	24	23.85	23.7	23.55	23.4	23.25	23.1	22.95	22.8	22.65
A <sup>-</sup>	18	90	89	88	87	86	85	84	83	82	81
B <sup>+</sup>	17	22.5	22.35	22.2	22.05	21.9	21.75	21.6	21.45	21.3	21.15
B	16	80	79	78	77	76	75	74	73	72	71
B <sup>-</sup>	15	21	20.7	20.4	20.1	19.8	19.5	19.2	18.9	18.6	18.3
C <sup>+</sup>	14	70	69	68	67	66	65	64	63	62	61
C	13	18	17.7	17.4	17.1	16.8	16.5	16.2	15.9	15.6	15.3
C <sup>-</sup>	12	60	59	58	57	56	55	54	53	52	51
D <sup>+</sup>	11	15	14.7	14.4	14.1	13.8	13.5	13.2	12.9	12.6	12.3
D	10	50	49	48	47	46	45	44	43	42	41
D <sup>-</sup>	9	12	11.7	11.4	11.1	10.8	10.5	10.2	9.9	9.6	9.3
F1	7	40	39	38	37	36	35	34	33	32	31
F2	4	9	8.775	8.55	8.325	8.1	7.875	7.65	7.425	7.2	6.975
F3	2	30	29	28	27	26	25	24	23	22	21
F4	0	6.75	6.525	6.3	6.075	5.85	5.625	5.4	5.175	4.95	4.725
		20	19	18	17	16	15	14	13	12	11
		4.5	4.275	4.05	3.825	3.6	3.375	3.15	2.925	2.7	2.475
		10	9	8	7	6	5	4	3	2	1
		2.25	2.025	1.8	1.575	1.35	1.125	0.9	0.675	0.45	0.225

#### A4.5.2 AGGREGATION PRECISION

The aggregate score for each module shall be rounded to one decimal point and consist of the weighted average of the scores of all contributing assessments. Aggregate stage scores shall be rounded to one decimal point and consist of the weighted average scores from all contributing modules.

#### A4.5.3 PASS FAIL ASSESSMENTS

Some assessments and/or modules in some awards may be assessed on a pass / fail basis only. Pass / fail assessments will be excluded from the calculation of the overall mark for a module, and pass / fail modules will be excluded from the calculation of average marks for a stage or an award.

#### A4.5.4 ULTIMATE AUTHORITY

The right to confer Blackpool and The Fylde College awards is reserved to the relevant Programme Board of Examiners. In the case of external awarding bodies this right is reserved to the highest academic authority of the awarding institution or body. Where students or apprentices are told of the outcomes of Board of



Examiners before the recommendations made have been confirmed, students or apprentices must be informed that decisions are subject to ratification.

---

#### A4.5.5 TRANSCRIPTS

Each student or apprentice leaving a Blackpool and The Fylde College programme will be provided with a Higher Education Achievement Report (HEAR) or transcript illustrating each module the student or apprentice has completed. The transcript will indicate the level of achievement the student or apprentice has demonstrated in each module. This will be indicated by the printing of the overall score for each module.

---

#### A4.5.6 CONDONATION

On the completion of a stage and whether a student or apprentice is being considered for progression or for an award, where a student or apprentice has failed one or more modules within the stage the relevant Programme Board of Examiners shall consider condonation of the failed module(s). Condonation will normally only be considered where a student or apprentice has exhausted all reassessment opportunities except where a student or apprentice is on the final year of their study. A Programme Board of Examiners may, at their absolute discretion, condone failed modules totalling not more than 20 credits for the stage providing that the aggregate score for each/any module condoned is 7.0 or higher. In no circumstances will the condonation of a module result in a student or apprentice having not achieved all programme learning outcomes as each programme learning outcome must be attainable in more than one module.

---

#### A4.5.7 PROGRESSION

To progress between the stages of an award, students and apprentices must:

- a) Have accumulated sufficient credit (passed or condoned) to meet the requirements of the stage.
- b) Have earned this credit by means of a valid combination of modules in accordance with the relevant validation document.
- c) Have a weighted average aggregate score for the stage of 9.0 or more.

---

#### A4.5.8 STUDENT DEBT

As set out in Blackpool and The Fylde College's Student Debt Policy, where a student has outstanding debts owed to Blackpool and The Fylde College and relating to tuition fees the College will withhold all related transcripts, results and certificates until any outstanding debt is cleared in full.

## A4.6 CLASSIFICATION OF DEGREE AWARDS

### A4.6.1 FOUNDATION DEGREES

An overall aggregate score for the award of a Foundation Degree shall be determined from all credits at levels 4 and 5 weighted at 30% of level 4 and 70% of level 5, rounded to one decimal place\*. Where the mean overall aggregation score falls within one of the:

- **Classification** types defined in the table below, the Programme Boards of Examiners will recommend the award of a Foundation Degree with the specified class.
- **Borderline** ranges defined in the table below the Programme Boards of Examiners will award the higher classification where half or more of the classifying credits are in the higher class or the final year average is in the higher class. Where students or apprentices do not meet this criterion, they will be awarded the lower class.

Score	Class	Type
17.5 to 24.0	Distinction	Classification
17.1 to 17.4	Either Distinction or Commendation	Borderline range
14.5 to 17.0	Commendation	Classification
14.1 to 14.4	Either Commendation or Merit	Borderline range
11.5 to 14.0	Merit	Classification
11.1 to 11.4	Either Merit or Pass	Borderline range
9.0 to 11.0	Pass	Classification
0.0 to 8.9	Fail	Fail

\*Please note that where a student or apprentice has entered a programme directly at level 5, this may be through, but not limited to, the application of recognition of prior learning or the achievement of Certificate of Higher Education, the classification of the foundation degree is calculated by means of 120 credits from level 5 only.

## A4.6.2 BACHELOR'S DEGREES

### BACHELOR'S DEGREE WITH HONOURS (TOP-UP)

An overall aggregate score for the award of a Bachelor's Degree with Honours (Top-up) shall be determined from all credits at level 6 weighted at 100%, rounded to one decimal place.

### BACHELOR'S DEGREE WITH HONOURS

An overall aggregate score for the award of a Bachelor's Degree with Honours shall be determined from all credits at levels 5 and 6 weighted at 50% of level 5 and 50% of level 6, rounded to one decimal place

Where the mean overall aggregation score for either Bachelor's Degree falls within one of the:

- **Classification** types defined in the table below, the Programme Boards of Examiners will recommend the award of a Bachelor's Degree with Honours with the specified class.
- **Borderline** ranges defined in the table below the Programme Boards of Examiners will award the higher classification where half or more of the classifying credits are in the higher class or the final year average is in the higher class. Where students or apprentices do not meet this criterion, they will be awarded the lower class.

Score	Class	Type
17.5 to 24.0	First Class	Classification
17.1 to 17.4	Either First Class or Upper Second	Borderline range
14.5 to 17.0	Upper Second	Classification
14.1 to 14.4	Either Upper Second or Lower Second	Borderline range
11.5 to 14.0	Lower Second	Classification
11.1 to 11.4	Either Lower Second or Third Class	Borderline range
9.0 to 11.0	Third Class	Classification
0.0 to 8.9	Fail	Fail

### A4.6.3 OTHER AWARDS

#### CERTIFICATE OF HIGHER EDUCATION

Blackpool and The Fylde College awards two types of Certificates of Higher Education neither of which are classified, these are:

- As an exit award, this is made when a student or apprentice has been unsuccessful at level 5 and can be viewed as a fallback award. In these instances, the award will not normally be named, see section A3.2.5
- As a named award, this is made when a student or apprentice has chosen a Certificate of Higher Education as their target award. Subject to the programme of study's particular validation documentation, the achievement of a Certificate of Higher Education, will normally provide progression to level 5 of the particular validated programme.

To qualify for the award of the Certificate, students and apprentices are required to achieve 120 credits at level 4 or above with an overall average score of 9.0 or higher: with no more than 20 condoned credits.

#### DIPLOMA OF HIGHER EDUCATION

Blackpool and The Fylde College awards two types of Diplomas of Higher Education neither of which are classified, these are:

- As an exit award, this is made when a student or apprentice has been unsuccessful at level 6 when studying a Bachelor's Degree with Honours and can be viewed as a fallback award. In these instances, the award will not normally be named, see section A3.2.5
- As a named award, this is made when a student or apprentice has chosen a Diploma of Higher Education as their target award. Subject to the programme of study's particular validation documentation, the achievement of a Diploma of Higher Education, will normally provide progression to level 6 of the particular validated programme.

#### COLLEGE HIGHER EDUCATION CERTIFICATE

College Higher Education Certificates are not classified.

### A4.7 AWARD CONFIRMATION AND CERTIFICATION

This section applies to awards of Blackpool and The Fylde College only. Confirmation and certification of awards of other institutions will proceed under their own regulations.

## A4.8 AWARD CONFIRMATION

Blackpool and The Fylde College awards are confirmed by the relevant Programme Boards of Examiners.

## A4.9 CERTIFICATION

All certificates are produced and issued by Student Administration; this includes provisions for replacement certificates. Certificates may only be produced and issued in accordance with the minuted decisions of the relevant Programme Board of Examiners. No other person or body within Blackpool and The Fylde College may authorise the production or issue of certificates.

Any certificate relating to a Blackpool and The Fylde College award may either be collected in person from the Achievements Office or will be sent by recorded delivery to the home address of the student or apprentice as recorded in Blackpool and The Fylde College's student record system. Students and apprentices are responsible for informing Blackpool and The Fylde College of any change of address during their studies. Certificates will normally be issued within 90 days following the meeting of the relevant Programme Board of Examiners.

The Academic Standards and Development Committee will approve, and periodically review, the design of certificates, the processes for their production, arrangements for secure storage of materials and data, and arrangements for the prevention of fraud.

---

### A4.9.1 REPLACEMENT CERTIFICATES

Replacement certificates may be produced and issued only in two circumstances:

- 1) On receipt of a declaration from the holder of an award that the original certificate has been permanently lost, stolen, damaged or destroyed.
- 2) On receipt of a request from the holder of an award for a change of personal details as required by law, such as under the Gender Recognition Act 2004.

In cases where the original certificate has not been lost, stolen or destroyed, the original certificate must be returned prior to the issue of a replacement. Where a certificate has been lost, stolen or destroyed, Blackpool and The Fylde College reserves the right to require a Statutory Declaration or other evidence in support of an application. Replacement certificates will bear the same details and serial number as the originals they replace, save for any changes required by law. They will be marked 'Replacement' and bear the date of reissue in addition to the date of first issue.

Replacement certificates are deemed to be authorised by the minutes confirming the original award and may be issued without prior approval by the relevant Programme Award Board of Examiners.

#### A4.10 RETENTION OF MARKED WORK

Samples of assessed, moderated and externally moderated student or apprentice work should be retained for future scrutiny by either Blackpool and The Fylde College or by external quality agencies.

Any retained work should meet the requirements specified in Blackpool and The Fylde College's Data Protection Code of Practice.

#### A4.11 NOTIFICATION OF RESULTS

Where students or apprentices are provided with marks prior to a Board of Examiners, it must be clearly stated that all marks are subject to moderation by Blackpool and The Fylde College's internal processes and to external moderation by the relevant external examiner(s). The results of individual assessments may be mailed, communicated in class or tutorial time or sent through electronic means but only to and from Blackpool and The Fylde College's email provision, not through an external email address.

Module marks, summative grades / classifications, awarding decisions and / or reassessment decisions agreed at a Programme or Module Board of Examiners are, normally, final and should be reported to students or apprentices promptly by electronic means such as Blackpool and The Fylde College's email provision, normally within two weeks of the Board of Examiners meeting. Where the decision of a Board of Examiners is subject to confirmation by an external awarding body this should be made clear in all communications with the students or apprentices concerned. Student or apprentice results are not confidential personal information and may be published.

## A5 ADMISSIONS

Part A6 and the Blackpool and The Fylde College's Higher Education Admissions Procedure been developed with reference to the Admissions to Higher Education Steering Group (The 'Schwartz Report', September 2004) paper, Fair admissions to higher education: recommendations for good practice and with the UK Quality Code for Higher Education. The five main principles in the Schwartz Report state that a fair admissions system should:

- Be transparent and provide consistent and efficient information.
- Select students who can complete the programme as judged by their achievements and potential.
- Use assessment methods that are reliable and valid.
- Minimise barriers to applicants.
- Be professional in every respect and underpinned by institutional structures and processes.

For matters relating to admission to Higher Education programmes at Blackpool and The Fylde College, please also see the Blackpool and The Fylde College Higher Education Admissions Procedure and Admissions Policy.

Admission to apprenticeships is undertaken by employers in liaison with Blackpool and The Fylde College, this section of the regulations therefore does not relate to the admission of apprentices.

### A5.1 OVERVIEW

Blackpool and The Fylde College is committed to providing high quality, flexible and easily accessible education and training for individuals, organisations and the local community. Blackpool and The Fylde College fosters a diverse learning community in which students will meet people from different cultures, thereby enhancing their skills of critical reasoning, teamwork and communication, and thus preparing them for successful participation in their chosen careers and roles.

Blackpool and The Fylde College accepts that it is not possible to legislate for every circumstance which might arise in the admission process but strives to ensure that it provides a fair and equitable service to all students.

All applicants will be offered the opportunity to declare a disability. Applicants with disabilities or learning difficulties are asked to disclose these during the application process so that suitable support arrangements can be made before they start their programme. Blackpool and The Fylde College may require further information to determine the level of support needs and will make every effort to provide reasonable adjustments.

For all applications, Blackpool and The Fylde College reserves the right to draw upon all information from previous applications (including correspondence, personal statements, references, or interview) or any previous registrations as a student when assessing suitability for a chosen programme and will observe the procedures and deadlines for the handling of applications as set out by Universities and Colleges Admissions Service (UCAS).

## A5.2 AIMS AND OBJECTIVES

### A5.2.1 AIMS

Blackpool and The Fylde College is committed to providing an admissions process that ensures fairness, transparency and equal opportunities within the legal framework of the United Kingdom.

Blackpool and The Fylde College welcomes applications from candidates regardless of their background and aims to eliminate discrimination on the grounds of legal sex, gender, race, nationality, ethnic or national origin, sexual orientation, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, parental/carers status, spent criminal convictions, age, or any other inappropriate ground.

Blackpool and The Fylde College aims to provide accurate information and advice to prospective students concerning its opportunities for higher education study which will help them to make an informed choice regarding the programmes which most suit their interests and skills.

Blackpool and The Fylde College also recognises that making an application for higher education is an important decision and it is committed to providing potential applicants with accurate and clear information from the outset. Such information will include, for example, entry requirements, financial costs, and the availability of financial support.

Blackpool and The Fylde College aims to:

- Attract applicants who will benefit from the opportunities afforded by higher level study.
- Recruit students from a wide range of backgrounds who have the potential and motivation to succeed.
- Foster a diverse learning community which contributes to the intellectual and cultural vitality of the College.

These aims will be achieved by:

- Raising aspirations and encouraging applications from all those with the motivation and academic ability to thrive, whatever their background



- Assessing each application carefully and fairly
- Offering places to applicants who have the potential to achieve.

### A5.2.2 OBJECTIVES

Blackpool and The Fylde College affirms the right of all potential students to receive:

- Full and detailed information about programme provision and additional services and facilities to enable applicants to make an informed decision.
- Appropriate guidance, where necessary or requested.
- Access to transparent entry criteria.
- An induction to Blackpool and The Fylde College services and facilities and to their chosen programme of learning once they have enrolled.

All decisions relating to admissions will be based on:

- Transparency
- Equality of opportunity
- Respect for the rights of the individual
- Consistency of practice and procedures
- Confidentiality and disclosure protocols

### A5.3 ENTRY CRITERIA

Admission to a programme of study shall be subject to the principle that Blackpool and The Fylde College has a reasonable expectation that the applicant will be able to fulfil the objectives of the programme and achieve the standard required for the award.

Published entry criteria for programmes represent the usual level of academic attainment an applicant is expected to achieve prior to being admitted to that programme. These criteria are not intended to provide a guarantee that all applicants who satisfy the criteria may be offered a place, nor that all applicants to be made an offer will receive an identical offer to one another.

Entry criteria will be periodically reviewed in consultation with relevant academic colleagues. Such criteria will not normally be changed during an admissions cycle. The criteria published on Blackpool and The Fylde College's web site will be the most up-to-date and will always take precedence over that contained in hard copy publications, and/or third-party websites.

Blackpool and The Fylde College is committed to giving full and fair consideration to all relevant academic qualification information presented by each applicant. Whilst Blackpool and The Fylde College expresses its typical academic admissions criteria in the terms of a range of the most presented qualifications, Blackpool and The Fylde

College welcomes applications from candidates who have (or who will) achieve an equivalent standard in a range of other qualifications, including those offered internationally.

Blackpool and The Fylde College also welcomes applications from those who can demonstrate relevant professional, industrial or commercial experience and expertise who may not meet the specified academic qualification requirements.

Applicants who have already studied relevant higher education modules and/or qualifications may be eligible for the consideration under Blackpool and The Fylde College Recognition of Prior Learning process to gain advanced entry onto their chosen programme of study.

Admissions and designated curriculum colleagues are expected to use professional judgement in assessing the academic potential of individual candidates, taking several factors into account, including educational and social context, and the motivation and commitment of the applicant.

Suitably qualified applicants should normally be aged 18 years or over at the start of their programme of study.

In the case of specific employer sponsored programmes, entrants must be employed as a condition of entry on to their programme. In such cases, the employers will normally undertake relevant and appropriate selection processes.

---

#### A5.3.1 INTERVIEWS AND AUDITIONS

Entry to some programmes of study may require an interview, audition or similar assessment. Any programmes with this requirement will ensure all candidates are fully informed regarding the process, including the rationale, information about how the process will be conducted and the criteria on which candidates will be judged. The process and outcomes must be documented.

---

#### A5.3.2 ADDITIONAL SELECTION INSTRUMENTS

In general, there is no requirement for applicants to provide supplementary written evidence to support an application. However exceptionally, it may in certain circumstances be appropriate to request additional written evidence in non-standard applications, for example to consider a candidate whose application form does not provide sufficient information on which to base a decision.

In all cases where additional selection instruments are used, applicants declaring a disability will be offered reasonable and appropriate adjustments.

Where additional selection instruments have been used, the process and outcomes must be documented.

---

### A5.3.3 ENGLISH LANGUAGE PROFICIENCY

Where English is not the applicant's first language Blackpool and The Fylde College will request that the applicant meets the requirements of the Home Office's English Language Test, usually IELTS 5.5 or above. A student's test certificate cannot be dated later than 2 years before the programme starts.

Exceptions to this may be where the applicant has studied a level 3 programme in the UK or can demonstrate that they have lived in the UK for sufficient time and do not require a test. Each individual case will be considered on its own merit based on the subject to be taught.

---

### A5.3.4 UK VISAS AND IMMIGRATION

To ensure compliance with UK Visas and Immigration, students requiring a 'student visa', formally known as a Tier 4 visa, to enter the UK and whose first language is not English are required to undertake an IELTS test.

Students who do not originate from the European Union/European Economic Area are subject to the restrictions outlined by UK Visas and Immigration. Any offer made for a place is subject to the student having the correct immigration clearance normally covering the full duration of their intended programme of study. Further information is contained within Blackpool and The Fylde College's Home Office UKVI Policy.

## A5.4 CRIMINAL RECORDS

The application process requires applicants to disclose relevant unspent criminal convictions. Where a relevant conviction is disclosed, we will take this into account when considering the application. For some programmes, e.g., teaching, health, social work and others where studies necessitate interaction with children and/or vulnerable adults, applicants must declare all criminal convictions including spent sentences and cautions and bind-over orders.

Applications may in some cases need to meet the requirements of any Professional or Statutory Body. Blackpool and The Fylde College has a duty of care to all colleagues and student community and is therefore obliged to ensure that the admission of a particular individual will not endanger that community or any individual or group within it.

Initial consideration of an application from a person with a criminal conviction which has not been spent under the Rehabilitation of Offenders Act, or from someone undergoing police investigation and/or is on bail for an alleged offence, cannot be made solely on academic judgement as to her/his ability to benefit from the programme applied for.

It is not appropriate to reject the applicant with a criminal conviction on that basis alone, but the duty of care Blackpool and The Fylde College has to all stakeholders and the wider community require careful consideration of each individual case. If the applicant is considered academically capable of benefiting from a programme, the relevant Head of Curriculum (or nominee), in liaison with the Directorate for Students will make a judgement based on as much information as possible.

If information concerning criminal convictions or police investigations only comes to light after an offer has been made, or a student has been enrolled, the above procedures should normally still be adhered to. Each case should be assessed individually, but Blackpool and The Fylde College reserves the right to withdraw offers and to terminate registration on the grounds of admission obtained by deception.

## A5.5 DUTY OF CARE

Blackpool and The Fylde College has a duty of care to its colleagues and student community and is therefore obliged to ensure that the admission of a particular individual will not endanger or intimidate that community or any individual or group within it. Where an application may cause concern, the application will be referred to Student Support Wellbeing and Inclusion.

If the applicant is considered academically capable of benefiting from a programme, Student Support, Wellbeing and Inclusion will obtain as much information as possible about the individual. The applicant will be asked to provide references from suitably qualified professionals, if necessary.

References from medical professionals, employers or social workers, who can offer evidence that any behaviour would no longer pose a threat, are acceptable to support an application but are not to be used in isolation. Those involved in admissions decisions of this nature must consider the duty of care they owe to all stakeholders and provide a measured assessment of the application supported, wherever possible, by documentary evidence. Consideration must be made of the need to inform other College services but only where this is an essential requirement.

## A5.6 DECEPTION

### A5.6.1 DEFINITIONS

Blackpool and The Fylde College expects that applicants will have provided full, honest, and accurate information on their application form and in all subsequent communications. Where Blackpool and The Fylde College has reason to suspect that this may not be the case, it reserves the right to investigate the matter fully. The

definitions adopted by UCAS are relevant to Blackpool and The Fylde College's Admissions regulations:

**Fraud:** When a person or persons conspire to deceive another person or group of persons into believing that a claim made by that person or group is genuine when in fact it is false. This could comprise false information given on an application regarding qualifications or experience, or the provision of a fake certificate or reference to support an application, or the deliberate omission of relevant information.

**Plagiarism:** False information copied into an application from a third-party source constitutes plagiarism whether it is intentional or unintentional.

---

#### A5.6.2 DETECTION

Where an application is believed to be either fraudulent or plagiarised, Blackpool and The Fylde College reserves the right to:

- Request additional information to verify an application.
- Put the application process on hold whilst investigating the alleged fraudulent application and/or plagiarism.
- Withdraw the application/registration/place if it is proven, or if Blackpool and The Fylde College has reasonable belief, that the information provided is false, or if the applicant/student refuses to provide the requested information.

The discovery, however belated, by Blackpool and The Fylde College of any form of fraudulent, untrue or misleading statement (including omission of pertinent facts) by an applicant on an application or enrolment form, or made at an audition or assessment, may lead to an immediate withdrawal of any offer of a place or termination of registration.

#### A5.7 ROLES AND RESPONSIBILITIES

The Director of Marketing is responsible for ensuring that the regulations and associated procedures for the administration of the admissions process are adhered to and that they are in line with the requirements of the UK Quality Code for Higher Education and the Office for Students approved, Access and Participation Plan. In addition to this the Director of Marketing is responsible for:

- Ensuring, in conjunction with Heads of Curriculum, that designated colleagues are appropriately trained in order to accept students on to programmes on the basis of their confirmed qualifications.
- Ensuring, in conjunction with the Head of Registry that the information provided to applicants is up-to-date and accurate.

## A5.8 MONITORING

The effectiveness of the admissions processes will be reviewed through:

- Regular analysis of applications by curriculum areas and subject area.
- Annual analysis of conversion rates from application to enrolment.
- Annual analysis of appeals in relation to admissions.

, .