

# **General Level 3 Leicester International Pathway College (LIPC) Academic Regulations for the International Incorporated Bachelor's (IIB) (International Year Zero (IYZ))**

**2017/2018 Academic Year**

## **1 REGISTRATION ON THE INTERNATIONAL YEAR ZERO (IYZ)**

### **1.1 Programme and modules**

A student will register on the programme which is integrated into a named Bachelors award and which may lead to the award of institutional credits for students leaving their target qualification before completion of level six. The various routes in the programme are listed below:

W10004 Art and Design  
N10003 Business and Law  
C10003 Life Sciences  
H10003 Engineering and Computing  
P30003 Media  
C10005 Pharmacy

The programme is made up of units of learning called modules. Modules will normally be set at level 3 of the Qualifications and Credit Framework in England, Wales and Northern Ireland. Each module is a discrete learning package and the standard module will be worth 12 credits, involving approximately 120 hours of study. Other module sizes may be available, in multiples of 12 credits.

The purpose of level 3 study is a combination of the following:

- Diagnostic: evaluating strengths and weaknesses students have in three key areas – linguistic skills, study skills and subject knowledge
- Supportive: assisting students to prepare appropriately for the demands of undergraduate study in the UK context
- Compensatory: allowing students to improve on areas of weakness in order to match De Montfort University standards for entry to studies at level 4
- Confirmatory: helping students determine that the specialised areas they wish to pursue through their undergraduate study is appropriate to them
- Challenging: taking students beyond the familiar environment of their previous studies.

### **1.2 Credit accumulation and award**

A student is awarded credit on achieving at least the minimum pass mark of 40% in the module. Modules LIPCF025 Chemistry and LIPCF026 have a minimum pass mark of 65% for students continuing onto the MPharm (Hons) programme at De Montfort University. The module mark is obtained by combining module component marks. The module mark will be an integer, with 0.5 and above being rounded upwards. Module credits contribute to the award of institutional credits, and a student must achieve 120 level 3 credits, at the required level, in order to continue onto De Montfort University.

### **1.3 Credit accumulation and compensation**

The programme allows for an element of controlled compensation in a limited number of modules which a student has failed but in which the student has achieved a mark of at least 30%. A student may be compensated in a maximum of 36 credits. Some modules may be designated as must-pass and will not be compensated. The English modules cannot be compensated.

#### **1.4 Management of programmes and modules**

The programme and its modules belong to a joint De Montfort University and Oxford International Educational Group (OIEG) academic board, which will oversee the management and quality assurance of the programme. Assessment of the programme and its modules will be overseen by an Assessment Board convened for that purpose.

#### **1.6 Registration**

Students are required to register in accordance with arrangements notified by De Montfort University and OIEG.

#### **1.7 Maximum period of registration**

A student should normally complete the programme in one year. The maximum period of registration for the programme is eight years for full-time students.

Sponsorship of any individual under Tier 4 is subject to the student being able to fulfil all the eligibility requirements as set out in Home Office Tier 4 policy and the immigration rules; including the permitted limits on time in the UK on a Tier 4 visa that apply to your level of study.

#### **1.8 Change of programme**

A student may change his/her programme provided that the change is completed normally by the end of the second week of teaching and exceptionally by the end of the fourth week of teaching. All programme changes must be agreed by the LIPC College Director or nominee.

#### **1.9 Interruption of studies**

Where a student is prevented from continuing his/her studies for ill-health or other legitimate cause, the student must apply to the appropriate member of staff for his/her studies to be interrupted. An interruption of no more than one year can be granted in the first instance. Any such interruption contributes towards the student's maximum period of registration (see 1.7 above). When a student returns from a period of interruption of studies s/he will be subject to the regulations which apply to the cohort s/he is joining. Conditions and timescales for return to study will normally be decided when approval to interrupt is gained. A student who has interrupted study is not eligible to attend or make use of the resources of De Montfort University during the period of interruption, with the exception of students on maternity leave, who may maintain some engagement with studies.

#### **1.10 Withdrawal from studies**

A student may withdraw from his/her studies. In such cases it is the student's responsibility to inform the appropriate staff and complete the relevant paperwork.

### **2 ASSESSMENT AND SUPPORTING REGULATIONS**

#### **2.1 Mark descriptors**

Modules are marked on a range of 0-100%. Mark descriptors are given in the table on the next page.

These descriptors are inter-related: with regard to marks of 40 and above there is an

assumption that in awarding marks in one band work will have met the requirements of the previous band; with regard to marks of 39 and below there is an assumption that in awarding marks in one band work will NOT have met the requirements of the previous higher band. When marking an individual piece of work there is an expectation that it will clearly demonstrate most of the criteria within each band.

Mark Range	Criteria
90-100%	<ul style="list-style-type: none"> <li>• Responds to all of the assessment criteria for the task.</li> <li>• Displays exceptional degree of originality.</li> <li>• Exceptional analytical, problem-solving and/or creative skills.</li> <li>• No fault can be found with the work other than very minor errors, for example minor typographical issues.</li> </ul>
80-89%	<ul style="list-style-type: none"> <li>• Responds to all of the assessment criteria for the task.</li> <li>• Work of outstanding quality, evidenced by an ability to engage critically and analytically with source material.</li> <li>• Likely to exhibit independent lines of argument.</li> <li>• Highly original and/or creative responses.</li> <li>• Extremely wide range of relevant sources used where appropriate.</li> </ul>
70-79%	<ul style="list-style-type: none"> <li>• Responds to all of the assessment criteria for the task.</li> <li>• An extremely, well developed response showing clear knowledge and the ability to interpret and/or apply that knowledge.</li> <li>• An authoritative grasp of the subject, significant originality and insight,</li> <li>• Significant evidence of ability to sustain an argument, to think analytically, critically and/or creatively and to synthesise material.</li> <li>• Evidence of extensive study, appropriate to task.</li> </ul>
60-69%	<ul style="list-style-type: none"> <li>• Responds to most of the assessment criteria for the task.</li> <li>• A detailed response demonstrating a thorough grasp of theory, understanding of concepts, principles, methodology and content.</li> <li>• Clear evidence of insight and critical judgement in selecting, ordering and analysing content.</li> <li>• Demonstrates ability to synthesise material, to construct responses and demonstrate creative skills which reveal insight and may offer some originality.</li> <li>• Draws on an appropriate range of properly referenced sources.</li> </ul>
50-59%	<ul style="list-style-type: none"> <li>• Responds to most of the assessment criteria for the task.</li> <li>• An effective response demonstrating evidence of a clear grasp of relevant material, principles and key concepts.</li> <li>• An ability to construct and organise arguments.</li> <li>• Some degree of critical analysis, insight and creativity.</li> <li>• Demonstrating some conceptual ability, critical analysis and a degree of insight.</li> <li>• Accurate, clearly written/presented.</li> </ul>
40-49%	<ul style="list-style-type: none"> <li>• Responds to some of the assessment criteria for the task.</li> <li>• A response demonstrating an understanding of basic points and principles sufficient to show that some of learning outcomes/assessment criteria have been achieved at a basic level.</li> <li>• Suitably organised work demonstrating a reasonable level of understanding.</li> <li>• Covers the basic subject matter and is appropriately presented but is rather too derivative and insufficiently analytical.</li> <li>• Demonstrates limited conceptual ability, levels of evaluation and</li> </ul>

	<p>demonstration of creative skills.</p> <ul style="list-style-type: none"> <li>• Demonstrates adherence to the referencing conventions appropriate to the subject and/or task.</li> </ul>
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30-39%	<ul style="list-style-type: none"> <li>• Overall insufficient response to the assessment criteria.</li> <li>• A weak response, which, while addressing some elements of the task, contains significant gaps and inaccuracies.</li> <li>• Indicates an answer that shows only weakly developed elements of understanding and/or other skills appropriate to the task.</li> <li>• May contain weaknesses in presentation that constitute a significant obstacle in communicating meaning to the assessor.</li> </ul>
20-29%	<ul style="list-style-type: none"> <li>• Overall insufficient response to the assessment criteria.</li> <li>• A poor response, which falls substantially short of achieving the learning outcomes.</li> <li>• Demonstrates little knowledge and/or other skills appropriate to the task.</li> <li>• Little evidence of argument and/or coherent use of material.</li> </ul>
10-19%	<ul style="list-style-type: none"> <li>• Overall insufficient response to the assessment criteria.</li> <li>• A very poor response demonstrating few relevant facts.</li> <li>• Displays only isolated or no knowledge and/or other skills appropriate to the task.</li> <li>• Little adherence to the task.</li> </ul>
0-9%	<ul style="list-style-type: none"> <li>• Overall insufficient response to the assessment criteria.</li> <li>• Displays virtually no knowledge and/or other skills appropriate to the task.</li> <li>• Work is inappropriate to assessment task given.</li> </ul>

## 2.2 Language of instruction and assessment

The language of instruction and assessment is English.

## 2.3 Programme assessment regulations

The programme specification specifies the basis on which students will be assessed within the programme and the criteria for its successful completion.

## 2.4 Module assessment regulations

Where assessment on a module is completed yet fails to achieve a mark of 40% (or 65% for modules LIPCF025 Chemistry and LIPCF026 have a minimum pass mark of 65% for students continuing onto the MPharm (Hons) programme at De Montfort University), the assignment can be resubmitted without loss of a formal reassessment attempt, in order to benefit from in-course recovery.

The modules specifications specify the nature of assessment and reassessment opportunities, the assessment components within the module and their contribution to the overall module mark. The module pass mark is that which is required for successful continuation to nominated undergraduate programme, normally 40%. Students who wish to continue onto the MPharm (Hons) programme at De Montfort University will require an overall grade in the International Year Zero/Integrated Year Zero of 60%.

Anonymous marking should be extended to all coursework assessments where possible and practicable.

## **2.5 Determination of module marks**

Module marks reflect the assessment criteria and weighting between assessment components as specified in the module specification. All module marks will be confirmed by the Assessment Board.

## **2.6 Notification of assessment arrangements**

Students will be notified of current programme and module assessment regulations, arrangements and requirements within one month of the start of the programme.

## **2.7 Notification of assessment results and assessment feedback to students**

Students will be notified of assessment results in a timely manner, in accordance with protocols approved by Student and Academic Services. Where an overall module mark is made up of component elements, some of which are completed and assessed before the end of the academic session, it is the responsibility of the Chair of the Assessment Board to ensure that arrangements are made for the notification of component assessment results to students, as they become available, in accordance with protocols approved by Student and Academic Services.

The policy on feedback of assessment results to students is set out below.

Formal results will be released to students following consideration of the results at the Assessment Board and after all results have been provided for formal scrutiny including moderation and consideration by an External Examiner where appropriate.

Members of academic staff may provide feedback to students on a one-to-one basis including an indicative mark for coursework assessments, subject to the following caveats:

- Members of academic staff may only release these results as part of the process of providing formative feedback to help students identify strengths and weaknesses in their performance and to address these as appropriate.
- Marks released are indicative only and have no formal standing until the Assessment Board has met to consider the results. Students should be reminded of this proviso when results are provided. The student handbook must make it clear that results released in this way are indicative only and have no formal standing until the Assessment Board has ratified the results.
- Staff and students should note that indicative results form part of the learning process and cannot be used as the basis for appeal against Assessment Board decisions.
- Indicative results should not be published in lists or other public formats and should only be provided on an individual basis.

Marks for end of module examinations will not be released in any form until the date set for the release of ratified marks following the Assessment Board.

## **2.8 Module reassessment**

A student may be reassessed following failure in a maximum of 66 credits. Where a student has undertaken reassessment in one or more components of a module, the overall module mark will be capped at 40%. Reassessments for modules LIPCF025 Chemistry and LIPCF026 will be capped at 65% for students continuing onto the MPharm (Hons) programme at De Montfort University.

Within the IYZ modules where continuation is reliant upon achieving a minimum score, that minimum score will be the score at which the module is capped for reassessment purposes.

A student may be compensated for marginal failure (30-39%) in a maximum of 36 credits, in which case the student is not required to undertake reassessment. This excludes some modules which are designated as must-pass and therefore will not be compensated. The 36 credit English modules also cannot be compensated.

A student may not be reassessed in a module for which a pass mark or the required mark for continuation, has been achieved, but may request reassessment in a compensated module as long as the student has no module failure below 30% to retrieve.

Within the IYZ formal reassessment opportunities, following Assessments Boards, can be designed to be completed 'at distance' (to take into account the mobility of international students) and within a timely manner of being notified of the Assessment Board outcomes.

## **2.9 Availability of reassessment opportunities**

Students may, on the advice of LIPC, undertake reassessments at a later, rather than the first available, opportunity.

## **2.10 Students' responsibility for reassessment**

In order to qualify for reassessment a student must register for reassessment by the published deadline, and in accordance with published procedures.

## **2.11 Deferral of formal examinations**

A student has the right to request deferral of an examination due to exceptional personal extenuating circumstances which seriously impair his/her ability to undertake the assessment. Requests should be made as per published guidelines, along with supporting evidence. Deferral requests should be submitted to the LIPC College Director.

If approved, the assessment should normally be deferred to the next scheduled date of assessment.

Students wishing to request deferral of examinations must read and comply with the provision of Chapter 5 of the General Regulations and Procedures Affecting Students.

## **2.12 Extensions and deferrals of coursework**

The LIPC College Director (or their representative) may exercise discretion to approve extensions or, where appropriate and practical, make alternative arrangements for assessment, if the extension is for a short period of up to 14 calendar days. A student requiring an extension due to extenuating circumstances should negotiate this in advance with the LIPC College Director and submit the signed extension form with the coursework by the agreed deadline.

Where an extension is not sufficient to allow the student's extenuating circumstances to be resolved to an extent that the work can be submitted, the student has the right to request deferral of the submission of coursework. Requests must be made as per published guidelines, along with supporting evidence, and will be considered by the LIPC College Director in consultation with the Academic Partnerships Unit and the Chair of the Assessment

Board.

### **2.13 Submission of coursework**

Where coursework is submitted later than the original deadline without an application for an extension or deferral being approved, or where coursework is submitted beyond an agreed extension date, then the following tariffs apply:

- 1-14 days late: work is capped at 40%
- Beyond 14 days late: work will receive a mark of 0%

Where submission is in relation to a reassessment of previously failed coursework, any work submitted beyond the submission date without authorisation will receive a mark of 0%.

### **2.14 Failure or incomplete assessments in exceptional or prolonged circumstances**

The deferral of assessments as outlined in these regulations is not an appropriate measure in respect of permanent or long-term conditions. Students with such illnesses or disabilities should contact the LIPC College Director for advice, which may include some special arrangements in examinations or an interruption of studies.

A student who fails to submit work for assessment or attend examinations shall be deemed to have failed the assessments concerned. However, if the Assessment Board is satisfied that the student has exceptional extenuating circumstances which are not amenable to resolution, it may choose to assign marks to individual modules. In doing so, the board may assess the student by whatever means it considers appropriate, for example by oral examination.

## **3 AWARD REGULATIONS**

### **3.1 Minimum requirements for the award of the IYZ**

To be awarded institutional credits a student must have achieved 120 credits, normally at level 3, including a maximum of 36 compensated credits.

### **3.2 Award title**

A student's award title will be determined by the programme studied, for example, International Year Zero in Art and Design or International Year Zero in Business and Law.

### **3.3 Intermediate awards**

A student who fails to achieve the International Year Zero will be issued with a transcript showing marks achieved per module and indicating institutional credits awarded for each module passed with a mark of at least 40%.

## **4 COMPLETION OF THE PROGRAMME**

### **4.1 Opportunities for further study**

On successful completion of the programme as outlined in regulation 3.1, a student will be eligible to continue to level 4 (first year) of the De Montfort University honours degree specified at registration. Students wishing to change their mind whilst studying at the LIPC may do so after consultation with the LIPC College Director and completion/authorisation of the appropriate paperwork.

## **5 STUDENT GUIDANCE AND PROGRAMME MANAGEMENT**

## **5.1 Academic guidance**

Students are reminded that they have a responsibility for the routine management of their studies. As queries arise, they should consult initially this document and the [General Regulations and Procedures Affecting Students](#).

The principal sources of further advice available to students are the LIPC College Director, the programme leader or Link Tutor. Within the LIPC there are staff with knowledge of the undergraduate scheme and any programme-specific requirements which may apply. They will also be able to advise on subject and faculty procedures for making sure that a programme is managed as efficiently as possible, including the handing in of assessed work, processes for extenuating circumstances and so on. Any queries about student records should be addressed, in the first instance, to staff in the LIPC.

Programme leaders and other LIPC staff will help to induct students into the university and the scheme. They will be able to advise on module choice, where appropriate. They will also take an interest in students' attendance at lectures and other classes and take appropriate action if this is unsatisfactory. They will monitor records of achievement and will advise on alternatives in the event of failure. Students must keep their programme leader informed of any problems which may adversely affect their ability to study. Programme leaders are able to put students in touch with counsellors, welfare officers and others in Student and Academic Services who should be able to provide specialist help and advice as appropriate.

Students will be referred to the LIPC College Director if they have queries which cannot be dealt with by their programme leader. Students considering changing the emphasis of their programme or considering withdrawing from the University, should discuss such possibilities with their programme leader in the first instance.

## **5.2 Other guidance and support for students**

Support for the development of study, writing and maths skills is available for all students. Student and Academic Services provide advice on careers, welfare and personal finance issues as well as providing counselling as appropriate. Advice on university and/or external rules and regulations, including those involving local authorities, the Student Loans Company and the Home Office, is also available from Student and Academic Services and the Students' Union.

## **5.3 Assessment board**

The programme will have an Assessment Board with responsibility for processing students' results. Results considered by a Pre-Assessment Board will be deemed to be provisional and unratified, and therefore subject to change, until they have been confirmed by the main Assessment Board.

### **5.3.1 Establishment of boards**

The Assessment Board will be convened as determined by De Montfort University and OIEG. The membership of the board will be approved annually and will include a Chair, Deputy Chair and External Examiner(s).

The Assessment Board has the responsibility for awarding marks at module level, reviewing student performance at module and programme level and determining students' continuation to level 4 of an appropriate De Montfort University honours degree.

### **5.3.2 Terms of reference**

Working within the LIPC and university rules, regulations and protocols, the Assessment Board is responsible for:

- (a) Arrangements and processes for module assessment and moderation, including draft examination papers, coursework assignments, project briefs, schedules for submission of assessed work etc.
- (b) The assessment of modules for which the board has responsibility and determining of module marks.
- (c) Arrangements for the retrieval of failure.
- (d) The application of university and programme regulations relating eligibility for reassessment.
- (e) Making decisions regarding the continuation of students to level 4 of an appropriate De Montfort University honours degree.
- (f) Making decisions regarding the suspension or termination of registration of students who do not meet continuation and award requirements.

### **5.3.3 Conflicts of interest**

If a member of the Assessment Board is aware of any potential conflict of interest, for example being related to or a close friend of a student under consideration, this must be declared and recorded in the minutes of the meeting, and the member of the board will not take part in any discussion covering the areas or student(s) concerned. At the discretion of the Chair the member concerned may be permitted to remain in attendance for the duration of these discussions and invited to respond to queries of a factual nature relating to them.

### **5.3.4 Constitution**

Chair (DMU Coordinator)

Deputy Chair (Designated Link Tutor)

[External Examiner\(s\)](#)

Link Tutor(s)

Representatives from programme and module teaching teams as nominated by the Chair of the Board

In attendance:

Representatives from Academic Partnerships Unit

Servicing Officer

Representative of the Executive Director of Student and Academic Services

## **5.4 Joint Academic Board**

The Joint Academic Board, consisting of De Montfort University and OIEG Staff, will have responsibility for programme management and quality assurance, as well as other duties.