

# ACADEMIC REGULATORY FRAMEWORK

Effective 01 January 2026

## Introduction

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The College of Legal Practice ("the College", "we", "us", "our") is an accredited provider of higher education. The College's vision is to become the lifelong provider of choice for legal professional education.

The College's **Academic Regulatory Framework** consists of regulations, policies, and procedures.

- A **regulation** is a rule set by the governing body (the Board) which directs our actions or decisions.
- A **policy** is set of principles which explain how we will make decisions, and how we will act as an education provider. They also specify how you will act as a student or an apprentice.
- A **procedure** is a 'how-to'. It provides step-by-step guidance on how staff, students, and apprentices use our policies.

Together, our policies, regulations, and procedures help us meet our higher education mission: *To develop excellent legal professionals through personalised, flexible learning.* Our Academic Regulatory Framework is split into three sections:

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<b>Section A: Student Policies &amp; Procedures</b>	These explain how you can register for a College programme, how we will support you in your studies, and our expectations for your behaviour.
<b>Section B: Programme Regulations</b>	These set out how we will determine module and programme outcomes.
<b>Section C: Academic Quality Policies &amp; Procedures</b>	These set out our approach to maintaining academic quality and standards.

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In addition to the Academic Regulatory Framework, there are individual policies relating to areas of statutory duty which are available on the College's website.

Your Student Contract, and the Student Terms and Conditions, which you accept at the point of enrolment, are available on the website.

The Board is responsible for approval of the Academic Regulatory Framework, supported by the Academic Committee, which has delegated authority from the Board to ensure the maintenance of academic quality and standards of the College, and to advise the Senior Executive and the Board on all academic matters.

The Academic Regulatory Framework is reviewed annually to make enhancements in response to student feedback, external regulation, or internal review.

We may make changes to the Academic Regulatory Framework outside of the annual review point where there is a benefit to students, or where changes are required in response to external regulatory or legislative change.

Unless stated otherwise, the current version of the Academic Regulatory Framework applies. If you have any questions about any aspect of this Framework, please contact [studentsupport@collegalpractice.com](mailto:studentsupport@collegalpractice.com).

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## Section A: Student Policies & Procedures

The Student Policies & Procedures apply to all registered and prospective students and apprentices at the College. They set out the responsibilities of the College and the student or prospective student and apprentice.

Where relevant, we have added some explanatory notes in *italics* to help you understand the Student Policies & Procedures.

Students who are registered on a College module as part of a university programme elsewhere may be exempt from some regulations. This list includes:

- Admissions and Registration Policy
- Accreditation of Prior Learning Policy
- Reasonable Adjustments Policy – you should ask your home university's disability services team to coordinate adjustments with us.
- Leave of Absence Policy – you should agree this with your home university and notify us.
- Exceptional Circumstances Policy, unless you are taking an assessment through the College.

## A1 Student Partnership Policy

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A1.1 We aim to enhance the careers of legal professionals through innovative, practice-focused legal education and training. To achieve this, we actively partner with you, both individually and collectively, to ensure the quality of your educational experience and help you reach your academic, professional, and personal goals.

A1.2 The Student Charter and Code of Conduct (A10), and the Student Contract outline the expectations placed on you. It is important that you familiarise yourself with these documents.

A1.3 This policy sets out the College's responsibilities in our partnership with you, and the ways we collaborate with you at all stages of your educational journey.

### Our Role

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A1.4 As your provider of professional legal education, and to help you become an independent learner and effective legal professional, we commit to:

- Maintaining a professional, inspiring, and rewarding academic environment with qualified teachers and high-quality resources.
- Offering intellectually stimulating and challenging programmes, responsive to your needs and those of employers and stakeholders.
- Providing platforms for your voice to be heard, enabling you to shape your educational experience.
- Supporting your employability and professional development in ways valued by employers.
- Offering professional services to help you achieve your academic potential.
- Involving you in decision-making processes and programme improvement initiatives.
- Ensuring a supportive, inclusive, and accessible environment for all members of the College.
- Being fair, efficient, and courteous in all dealings with you, with accurate and timely information, and appropriate action if things go wrong.
- Engaging and supporting students from underrepresented groups to ensure they reach their full potential.
- Providing an effective study platform while considering the environmental impact of our activities.

### What You Can Expect from Us

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A1.5 Before you enrol, we will provide all the information you need to make an informed decision about your programme, including its title, duration, fees, and anticipated study hours. This information will be part of the application process and available on our website.

- A1.6 We will give you a full induction to welcome you to our community, explain how to use our online platforms, and introduce you to the resources available to support your studies.
- A1.7 We understand that many of you have work or family responsibilities. We will provide calendars and timetables at the start of your studies to help you manage your time effectively.
- A1.8 At the outset, we will ensure you are familiar with the learning format, assessments, and key staff members, including your personal supervisor, who will provide tailored support throughout your studies.
- A1.9 We will ensure that the Academic Regulatory Framework is always available, and where necessary explain the regulations, policies, and procedures that apply to you as a student or apprentice of the College.
- A1.10 We will monitor your attendance and participation in line with the Academic Engagement and Attendance Policy (A9). If your attendance raises concerns, we will contact you to explore what additional support we can provide.
- A1.11 We will offer various assessment opportunities to help you meet programme learning outcomes. Feedback will be provided promptly and will include suggestions for future improvement.
- A1.12 We will structure formal and informal feedback mechanisms, ensuring your voice is heard in programme design and delivery. Through the Student Representative System and the Staff-Student Liaison Meeting, we will respond to your feedback and communicate our actions. We also encourage students to contact their Supervisor to provide informal feedback.
- A1.13 We will review our programmes regularly to drive continuous improvement.
- A1.14 Upon graduation, we will provide you with appropriate documentation to recognise your achievement. As a member of our alumni network, you will continue to be part of our community, supporting your career success through networking opportunities.
- A1.15 Where relevant, we will ensure that programmes accredited by professional bodies continue to meet their criteria.
- A1.16 If our service falls short of your expectations, we will investigate your concerns through the Student Complaints Policy (A14). We will keep you informed throughout the process and will not treat you differently if you raise a concern.

## A2 Admissions and Registration Policy

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A2.1 We believe that education can fundamentally transform lives and communities, therefore we encourage applications from all prospective students regardless of their background.

A2.2 We are committed to:

- Minimising barriers to higher education which applicants may face, and creating a balanced and diverse student body;
- Eliminating discrimination, promoting diversity, and ensuring equality of opportunity in our practices, policies, and procedures;
- Using reliable selection methods in to admit students with the potential to do well on their chosen programme;
- Using admissions practices that are consistent, transparent, and fair; and consistent with the Equality and Diversity Policy (A15);
- Securing freedom of speech within the law throughout the admissions process;
- Providing accurate and easily understood information to applicants in accessible formats.

### Registration

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A2.3 To register as a student or apprentice, you will need to complete an Application Form.

A2.4 You are responsible for ensuring that you produce all relevant documentation required for the purpose of registration. If you do not register within relevant deadlines, we will cancel your registration.

A2.5 To complete the registration process, you must:

- Complete the administrative process, including providing proof of identity;
- Pay your fees or make acceptable arrangements to pay;
- Agree to comply with the Student Contract;
- Agree to the Student Terms and Conditions;
- Register on the appropriate modules for your programme.

A2.6 Following initial registration, students who are taking a module on a standalone basis can enrol on additional modules via the Student Hub. When you enrol on a new module via the Student Hub, these registration conditions will still apply. This does not apply to apprentices who would need to apply separately.

### Proof of Identity

A2.7 To enrol at the College, you must provide a valid form of identification at the time of your application. You will not be able to enrol if you do not provide acceptable identification.

A2.8 Acceptable forms of identification are dependent on your nationality as outlined in this section.

Nationality	Identification type
UK	UK Passport* UK Photo driving license HM Forces ID card
EU, EEA, or Switzerland	Current EU, EEA, or Swiss passport Current National ID card
Non-UK, EU, or EEA	Current Passport

\*Your UK passport does not have to be in date, but it must bear a reasonable likeness to you.

A2.9 If you do not have any of the photographic ID listed above, you must present two items of non-photographic ID (one item from List A, and one item from List B).

List A Proof of name and date of birth	List B Proof of name and address
Birth or Adoption Certificate (UK nationals only) Naturalisation certificate Marriage or civil partnership certificate NHS medical card	Bank or building society statement dated within the last three months. Utility bill dated within the last three months. Official letter from UCAS, SLC or a government department, such as HMRC, dated within the last three months

A2.10 If you are applying from outside the UK, you should discuss with the [Student Services Team](#) what alternative forms of non-photographic ID would be acceptable.

A2.11 Identification held in a different name may be accepted in the case of marriage or civil partnership, divorce, or gender re-assignment. If you submit identification in a different name you will need to provide one of the following:

- Marriage or civil partnership certificate;
- Divorce or civil partnership dissolution certificate;
- Statutory Declaration;

Change of Name Deed (formerly deed poll).

#### **Proof of educational achievement**

A2.12 To complete your registration, you will need to submit proof of your educational achievements as per the Admissions Criteria, available on the website. If you do not provide this evidence your application will be withdrawn.

#### **Proof of Right to Work**

A2.13 Apprentices are required to provide proof of eligibility to work in England as part of their application process, in line with the list below:

Nationality	Identification type
UK or Ireland	UK or Irish Passport*
Non-UK	A valid share code <sup>1</sup> Eligible immigration documents <sup>2</sup>

\*Your UK passport does not have to be in date, but it must bear a reasonable likeness to you.

A2.14 We may check your eligibility to work through the 'employer checking service' where appropriate.

A2.15 Apprentices who are not able to evidence their right to work will not be able to enrol.

## Selection and admission of students

### Consideration of Mitigating Circumstances

A2.16 We may consider verified mitigating circumstances (such as illness or bereavement) that are beyond an applicant's control and have affected their past academic performance as part of the admissions process, provided that you notify us of these circumstances. In relevant cases, we may offer a place if we believe you demonstrate the potential to succeed at the College. However, contextual information regarding an applicant's achievement or potential is not factored into our selection process.

### Accuracy and Completeness of Applicant Information

A2.17 Admissions decisions are made in good faith based on the information provided by you. We reserve the right to withdraw an offer at any stage if you are found to have supplied false information or omitted significant details.

A2.18 If your application lacks essential information, we will provide you an opportunity to submit the missing details before making a final decision. Alternatively, we may issue a conditional offer contingent on the submission of the additional information.

A2.19 Once a decision has been made, additional information will only be considered at our discretion. We reserve the right to withdraw any offers if fraudulent information is later discovered in the application.

### Applicants with Disabilities

A2.20 We welcome applications from disabled individuals, including those with long-term medical or mental health conditions or specific learning difficulties. Our aim is to support these applicants before and after they apply; information about available support options is in the Reasonable Adjustments Policy (A5).

A2.21 We strongly encourage you to declare any disability on your application form, which allows us to assess any reasonable adjustments needed for your studies and helps you make an informed decision about our programmes. Note that not disclosing a

<sup>1</sup> <https://www.gov.uk/prove-right-to-work/get-a-share-code-online>

<sup>2</sup> <https://www.gov.uk/prove-right-to-work/using-immigration-documents>

disability at this stage may delay arrangements for support or necessary adjustments.

A2.22 All applications are evaluated on academic merit and potential, without consideration of any disclosed disability in the admissions decision. Applicants who receive an offer are invited to provide further details about specific support needs. Declaring a disability in the application does not automatically ensure support; applicants are advised to share required details on any necessary support.

### **Applicants with Non-Standard Qualifications**

A2.23 We will consider applicants with non-standard qualifications or relevant work or life experience on an individual basis, with regard to prior learning accreditation and in line with the principles of this policy and the academic and other requirements of their chosen programme.

### **Applicants Under 18 Years of Age**

A2.24 There is no minimum age for entry to the College programme; however, our admissions criteria include qualifications obtained at ages 17 or 18. Individuals joining the College before they turn 18 are admitted under the College's Safeguarding Policy.

### **International Applicants**

A2.25 We welcome applications from academically qualified students globally. Information on how qualifications from outside the UK align with our admissions criteria is available from the [Student Services team](#).

A2.26 All entrants must demonstrate fluency in spoken and written English to succeed in their chosen programme. The standard English language requirement is an overall IELTS score of 6.5, with no less than 6 in each component (or an equivalent qualification).

A2.27 Information on recognised English language qualifications and achievement requirements is available from the Student Services team.

### **Applicants with Criminal Convictions**

A2.28 We are committed to fair treatment of all applicants, and a criminal record does not automatically disqualify an applicant. However, we have a duty to protect our students, staff, and community. We may exclude an applicant from a programme where participation poses an unacceptable risk or is contrary to the law or regulatory requirements.

### **Freedom of Speech**

A2.29 We will not exclude applicants to College programmes on the basis of their legally held viewpoints and expressions.

### Applications for Deferred Entry

A2.30 You can request to defer an application to a later date by notifying Student Services at the time of your initial application or in writing thereafter, before the start of your programme.

A2.31 Any conditions attached to a deferred offer must be met before you begin your programme.

A2.32 Conditional offers cannot be deferred, and deferrals cannot extend beyond one year.

A2.33 You can only defer an offer once. If you need to defer an offer beyond this point, you must withdraw your application and reapply to a later intake.

### Applicant Data

A2.34 Applicant data is processed in accordance with the Data Protection Act and our Privacy Policy.

A2.35 The primary use of applicant data is for application processing; for successful applicants, it becomes part of their student record.

A2.36 Anonymised and aggregated applicant data is analysed for institutional and statutory monitoring and enrolment planning.

### Cancellation of Acceptance of an Offer

A2.37 Our admissions process complies with the Consumer Contracts (Information, Cancellation, and Additional Charges) Regulations 2013. Applicants who accept an offer have 14 days from the day after acceptance to cancel.

A2.38 You must submit your cancellation using the [Course Cancellation Form](#).

### Appeals Against Admissions Decisions

A2.39 Admissions decisions are generally final. However, appeals are considered if the decision did not align with published admissions criteria or policy principles. Applicants seeking more information on an unsuccessful application or disputing an outcome should contact [Student Services](#).

### Complaints

A2.40 We are dedicated to a fair admissions service. Applicants wishing to make a formal complaint must contact Student Services in writing within 14 days of receiving their application outcome.

A2.41 Complaints should be directed to the Student Services Manager at [studentsupport@collegalpractice.com](mailto:studentsupport@collegalpractice.com).

A2.42 Complaints will only be considered if clearly based on one or both of the following grounds:

- That there were procedural irregularities in the way that the application was handled by the College;

- That there is evidence of bias or prejudice by any individual involved in making the admissions decision.

A2.43 If a complaint is upheld, the Student Services team will take appropriate remedial action as soon as possible. Otherwise, reasons for our decision not to pursue or uphold the complaint will be provided. We aim to provide at least an initial response to any formal complaint within two weeks of receipt of a complaint.

A2.44 The decision on the complaint made by the Chief Operations Director is final and there is no route to request a review of this decision.

### Maximum length of registration

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A2.45 The maximum period of study on a College programme is four calendar years.

A2.46 No later than one calendar year before the end of the registration period, the College will notify students of the end date of their registration on a programme.

## A3 Accreditation of Prior Learning Policy

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A3.1 If you have previously studied at a university, you may apply for Accreditation of Prior Certificated Learning (APCL) to recognise your learning as academic credit to be used towards the requirements of a College programme. To qualify for APCL, the learning must:

- Correspond to the subject and level of the programme you are applying to study;
- Be appropriately certified by the originating institution;
- Be no more than five years old;
- Not exceed 20 credits for a Postgraduate Diploma, or 60 credits for an LLM.

A3.2 If you have achieved learning through experiences outside formal education, you may apply for Accreditation of Prior Experiential Learning (APEL). Unlike formal learning, APEL is often unstructured, personal, and individualised. To qualify for APEL, the learning must:

- Correspond to the subject and level of the programme the student is looking to study;
- Be appropriately evidenced through a portfolio submission;
- Not exceed 20 credits for a Postgraduate Diploma, or 60 credits for an LLM.

A3.3 APCL and APEL are not available for the Graduate Diploma in Law, or for any modules taken for standalone credit.

A3.4 Where accreditation of prior learning is accepted, the regulations in B4 will determine how this contributes to your programme.

### Accreditation of Prior Learning Procedure

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A3.5 To apply for APCL or APEL, complete the Accreditation of Prior Learning Form, available on the website. You will need to submit a transcript (for APCL) or a reflective statement/portfolio (for APEL) as evidence of your learning.

A3.6 You may be charged for APCL or APEL, depending on the amount of credit you are claiming. The Student Services Team will inform you of the fee.

A3.7 The Head of Curriculum will review the application and decide whether to approve the accreditation of prior learning. Their decision is based on academic judgment and is final. You cannot request a review of this decision.

A3.8 The Student Services Team will inform you of the outcome and update your student record as appropriate.

## A4 Programme Upgrade Policy

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A4.1 Many students take College modules for standalone academic credit. This may be for personal development or as part of a defined learning pathway through their employer. These modules may be eligible to count towards a College award of an LLM in Legal Practice using advanced standing.

A4.2 You can apply to join an LLM in Legal Practice with advanced standing if:

- Your modules were completed within the last two calendar years;
- Your modules achieved the minimum module pass mark;
- The modules you completed are part of the approved curriculum for the LLM in Legal Practice.

A4.3 If you want to apply for a programme upgrade, you must join an existing LLM in Legal Practice pathway to take the remaining modules for your award. We cannot offer a bespoke delivery pattern for individual students.

A4.4 To apply for a programme upgrade, you will need to contact [Student Services](#) and confirm which programme intake you want to join.

A4.5 You will receive a discount on the LLM in Legal Practice to the value of the modules previously studied, but you will need to pay any remaining fees according to the fee schedule for your programme.

A4.6 If you join an LLM through a programme upgrade, you must comply with the maximum length of registration on a College programme (A2.45).

## A5 Reasonable Adjustments Policy

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A5.1 We are committed to ensuring that students and apprentices with disabilities receive the necessary support to succeed in their studies. In line with the Equality Act 2010, we will make reasonable adjustments to prevent any disadvantage to students due to a disability.

A5.2 We follow the definition of a disability within the Equality Act, which states:

*"You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities" (Gov.uk, n.d.)*

A5.3 This policy applies to all students and apprentices registered on a College module or programme. Students enrolled in modules as part of agreements with partner universities should follow their home university's reasonable adjustment policies and ask their Disability Services Team to coordinate with the College as necessary.

A5.4 We follow the provisions of the Equality Act 2010, which require us to ensure that disabled students are not disadvantaged compared to their non-disabled peers. We achieve this by implementing:

- Anticipatory adjustments which aim to meet the needs of most disabled students without specific requests.
- Reasonable adjustments which are specific to the individual and which may include modifications in teaching delivery, assessment methods, or access to resources.

### Anticipatory Adjustments

A5.5 We have implemented several anticipatory adjustments applicable to all students, which aim to meet the needs of most disabled students without specific requests:

- All resources are made available online in advance of teaching sessions.
- SLK and GDL manuals are provided in both hard copy and digital formats.
- SLS Skills Guides are provided in hard copy and digital formats.
- All live group sessions are recorded and accessible via Canvas.
- Students may miss live sessions for disability-related reasons.
- Students can take breaks during taught sessions without seeking permission.
- Audio transcripts and closed captions are provided for all group sessions.
- Each student is assigned a Personal Supervisor for one-on-one support.

A5.6 If these anticipatory adjustments do not meet your needs, you may apply for reasonable adjustments.

### Reasonable Adjustments

A5.7 We offer various reasonable adjustments depending on the nature of the disability, including:

- Additional time for assessments.
- Flexibility in grammar, punctuation, and spelling in assessments.
- Alternative assessment formats (where academic standards are not compromised).
- Flexibility in supervision and tutor meeting times.
- Permission to record sessions for note-taking purposes.

A5.8 We cannot provide the following:

- Dedicated study skills support (students may consult their personal tutor for study advice).
- Materials in alternative formats (except in exceptional cases).
- In-person support (the College operates fully virtually).
- Assistant Software is not currently provided by the college. An Immersive Reader is inbuilt within Canvas for use.

A5.9 We cannot facilitate or fund assessments for suspected disabilities.

### Applying for Reasonable Adjustments

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A5.10 If you require reasonable adjustments, you must complete the Reasonable Adjustment form, outlining your disability and the adjustments requested. We encourage you to submit this form as early as possible, ideally during the application process or before the programme begins.

A5.11 If you have complex needs, you should reach out as soon as possible so that we can make the necessary arrangements. We aim to have adjustments in place from the start of the programme, but complex cases or late submissions may cause delays.

A5.12 We typically process requests within four weeks, so if you are applying for reasonable adjustments 'on-programme', you should apply at least four weeks before your assessments. The Student Services Team will review all requests on a case-by-case basis, in consultation with the student.

A5.13 It is your responsibility to disclose any disability requiring support; failure to do so may limit our ability to provide assistance.

### Evidence requirements

A5.14 We require supporting medical evidence, such as a doctor's letter or diagnostic assessment, to implement reasonable adjustments.

A5.15 If you are waiting for documentation, you can still disclose your needs, and we will advise on the adjustments which may be available on receipt of evidence.

### Disability diagnosis during study

A5.16 If you become disabled during your studies, you should notify us immediately. We will work with you to implement necessary adjustments for current or upcoming modules,

and may approve deferrals or extensions to assessments through the Exceptional Circumstances policy (A6) while adjustments are put in place.

### Information Sharing

- A5.17 We will maintain all information provided in this process in line with our Data Management Policy, available on the website.
- A5.18 We will ask for permission to share details of a declared disability with relevant parties including those involved in module delivery. You may decline to give this permission however this will limit the support we can offer.

### SQE

- A5.19 Students on an SQE-preparation module should apply for reasonable adjustments through the Solicitors Regulation Authority (SRA) for their external exams. We will ensure that information regarding this process is available on the College website.
- A5.20 Students in receipt of SQE reasonable adjustments should notify the Student Services Team. We will typically mirror, if possible, the SRA's adjustments to create a consistent preparatory experience on our internal SQE-preparation modules.

### Disabled Students Allowance

- A5.21 Students whose disabilities affect their studies and who receive postgraduate loan funding may be eligible for the Disabled Students Allowance (DSA), which can provide funding for specialist support or equipment. Students are encouraged to apply early if they believe they may be eligible.

### Complaints

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- A5.22 If you experience issues with the implementation of your reasonable adjustments or feel your needs are unmet, you can raise concerns through the Student Complaints Policy and Procedure (A14).

### Monitoring and review

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- A5.23 The College is committed to the ongoing review of reasonable adjustments. An annual report on the operation of this policy will be considered by the Academic Committee to identify improvements and ensure that student needs continue to be met.

## A6 Exceptional Circumstances Policy

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A6.1 The College's Exceptional Circumstances (EC) procedures are designed to align with the Office of the Independent Adjudicator Good Practice Framework for handling requests for additional consideration (OIA, 2020), but we may need to vary this to ensure fairness, health and safety, or to implement reasonable adjustments for disabilities.

A6.2 We expect you to manage your studies alongside your professional and personal commitments, including normal life challenges such as pressure during assessment periods. An exceptional circumstance is one that is unexpected, unforeseen, and that significantly impacts your ability to perform in summative assessments.

A6.3 Exceptional Circumstances are short-term and are focused on the assessment period. Where you are affected by longer-term circumstances which affect your ability to complete your studies, this will be dealt with under the Leave of Absence (A7) or Fitness to Study (A8) Policies.

A6.4 By sitting or submitting a summative assessment, you declare that you are 'fit to sit', and that you are not aware of any exceptional circumstances which could affect your performance.

A6.5 For the avoidance of doubt, you do not need to apply for Exceptional Circumstances for formative assessments. Instead, you should contact your tutor to discuss your circumstances.

A6.6 The table below outlines what we would typically consider to be exceptional circumstances:

Valid Exceptional Circumstances	Not Exceptional Circumstances
<ul style="list-style-type: none"> <li>Illness or injury;</li> <li>Death or serious/life-threatening illness of a close family member or friend;</li> <li>Acute deterioration or flare up of an ongoing illness or disability, including mental health conditions. This includes any disabilities where reasonable adjustments are in place;</li> <li>Being the victim of a serious crime;</li> <li>Computer or internet connection problems outside of the student's control that prevent or delay access to an online assessment;</li> </ul>	<ul style="list-style-type: none"> <li>Misreading the assessment timetable, assessment instructions, or submission deadline;</li> <li>Failing to follow the instructions of staff in relation to assessment set up;</li> <li>Computer failure where the student should have backed up their work;</li> <li>Exam stress which is not evidenced medically;</li> <li>The need to sit external exams; <i>e.g., the SQE</i>;</li> <li>Events where you can control the date of the event or can choose not to attend; <i>e.g., house moves</i>,</li> </ul>

<ul style="list-style-type: none"> <li>• Unforeseen impacts of a religious observance; <i>e.g., fainting during a period of fasting;</i></li> <li>• The unforeseen need to perform a religious observance; <i>e.g., sitting shiva;</i></li> <li>• Unexpected caring responsibilities for a family member or dependent;</li> <li>• Significant personal or family issues leading to acute stress;</li> <li>• Accommodation crisis such as eviction or the home becoming uninhabitable;</li> <li>• The performance of public duties; <i>e.g., jury service;</i></li> <li>• Attendance at court under a witness summons or similar.</li> </ul>	<p><i>holidays, or family celebrations arranged after enrolment;</i></p> <ul style="list-style-type: none"> <li>• Any condition in receipt of reasonable adjustments, unless there is an acute deterioration or flare up;</li> <li>• Circumstances connected with any employment;</li> <li>• Minor illnesses such as colds or hay fever unless the symptoms are particularly severe.</li> </ul>
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### Exceptional Circumstances Procedure

A6.7 If exceptional circumstances arise during an assessment, stop the assessment immediately. You should notify the Module Leader by email and submit an Exceptional Circumstances claim form on the day of the assessment.

A6.8 If you become aware of exceptional circumstances before assessment, you must submit a claim form as soon as possible, and no later the original assessment date. If you choose to sit the assessment, you are declaring that you are 'fit-to-sit' and that you are not aware of any reason to claim Exceptional Circumstances.

A6.9 Claim forms submitted later than five calendar days after the date of the assessment will usually be rejected. You may be able to appeal this decision through the Academic Appeals process (A13) if you can provide evidence that you were unable to submit a claim form on time. *E.g. you were hospitalised on the day of the assessment, or you suffered a bereavement on the day of the assessment.*

A6.10 You must use the Exceptional Circumstances claim form, available on ServiceNow, to submit your claim. The Exceptional Circumstances claim form requires you to:

- Complete full details of the assessment(s) to which the claim relates, including how your performance has been adversely affected;
- Supply independent supporting evidence, or self-certification in certain circumstances.

A6.11 On receipt of a claim, the Student Services Team will consider the request and decide on an outcome, which may include consultation with the Registrar.

A6.12 The Student Services Team will aim to confirm an outcome in writing within seven working days of receipt, but this may be longer in complex cases or during closure periods (such as bank holidays).

### **Outcomes of a successful claim**

A6.13 Successful Exceptional Circumstances claims will result in one of the following:

- A **one-week extension** to a coursework submission deadline, from the original submission deadline;
- A **two-week extension** to a coursework submission deadline or postponement of an examination, from the original date;
- A **deferral** of a coursework or postponement of an exam to the next standard assessment point.

A6.14 Students may apply for an extension or postponement up to a maximum of two weeks following the original submission deadline. Students who require longer than this must apply for an assessment deferral.

### **Eligibility Criteria**

A6.15 The Student Services Team will review claims against the following criteria:

- Students may self-certify for a one-week coursework extension on the grounds of health or bereavement;
- Students may apply for a two-week coursework extension or postponement of an examination with independent evidence;
- Coursework extensions or examination postponements may be for a maximum of two weeks, cumulative to include any extensions through self-certification;
- Students requiring more than a two-week coursework extension or exam postponement may apply for a deferral of assessment with evidence;
- Students may only defer a module assessment once;
- Deferred assessments will take place at the next available standard assessment point after ratification of first sit marks by the Module Panel.

A6.16 We will typically reject a claim if any of the following apply:

- You sat or submitted the assessment, therefore declaring that you were fit-to-sit;
- The claim was submitted more than five working days after the date of the assessment;
- The claim is for exceptional circumstances which have been defined as invalid;
- You have submitted more than two EC claims for the same assessment;
- The claim is submitted without accompanying evidence, where it is not eligible for self-certification.

- A6.17 Where a claim is rejected, the outcome for the module shall be determined in line with the Programme Regulations (B3).
- A6.18 You can appeal the rejection of an Exceptional Circumstances claim through the Academic Appeals Policy (A13).

### **Self-Certification**

- A6.19 For sudden acute illnesses such as a severe migraine, stomach bug, or COVID, which do not require a doctor's visit, you can self-certify an Exceptional Circumstances claim without the need for independent evidence.
- A6.20 You may also self-certify an Exceptional Circumstances claim in the event of bereavement of a close family member or friend.
- A6.21 You may self-certify for a maximum coursework extension of one week.
- A6.22 If you submit more than one self-certified claim within a 6-month period, you may be required to submit independent evidence or be asked to attend a meeting with Student Services, your supervisor, or your Module Leader to ensure that any support needs are considered before the claim is approved.

### **Evidence**

- A6.23 All supporting evidence will be treated in strictest confidence, following the College's Privacy Policy (available on the website). Evidence will not be shared outside of the Student Services Team, the supervisor, your Module Leader, and the Registrar.
- A6.24 Evidence should be presented in English, or where applicable, with an accompanying translation.
- A6.25 Evidence must not include material which could be deemed offensive or graphic, for example images of injuries where a doctor's note or statement would suffice.
- A6.26 Where students provide evidence from a private medical letter service, we may request evidence that the student is engaging with their regular GP for support.
- A6.27 We reserve the right to check the authenticity of evidence submitted as part of an Exceptional Circumstances claim. If you submit inauthentic documentation or misrepresent material facts in your claim or self-certification, you may face disciplinary action (A11).

### **Managing multiple requests**

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- A6.28 We maintain a record of all Exceptional Circumstances claims submitted, to identify trends and to ensure consistent decisions.
- A6.29 We will monitor the number and frequency of Exceptional Circumstances claims made by individual students. If you submit more than one claim within a 6-month period, this may indicate that there are longer-term issues which need support. We may invite you to a meeting with the Module Leader to discuss support options and a plan for study before approving additional claims.

A6.30 If the Module Leader is concerned that your ability to complete their studies is being affected by multiple Exceptional Circumstances, they may recommend that you take a Leave of Absence (A7), or the Fitness to Study procedure (A8) may be triggered.

### **Unforeseen impacts of religious observances**

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A6.31 You are expected to manage your studies alongside any planned religious observances. Therefore, a planned observance alone is not usually a valid reason for an Exceptional Circumstances claim. However, if the observance unexpectedly affects your ability to complete an assessment (e.g., fainting during an exam due to fasting), you may apply for consideration under this policy.

A6.32 If an unforeseen religious obligation, such as a specific observance following the death of a close relative (e.g., Shiva), affects your ability to complete an assessment, you should also apply for consideration under this policy.

## A7 Leave of Absence Policy

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A7.1 A Leave of Absence means that you pause your studies, and therefore stop participating in learning and teaching activities, including assessment, for an agreed period.

A7.2 There are many reasons you may need a leave of absence, including:

- Health reasons;
- Maternity or Paternity;
- Personal or domestic problems;
- Bereavement;
- Financial difficulties.

A7.3 If you think you need to take a leave of absence, you should begin discussions with the College as soon as possible and continue to engage with your studies. If you disengage with your studies prior to a leave of absence being approved, we may conclude that you have abandoned your studies under the Academic Engagement and Attendance Policy (A9).

A7.4 It is unlikely that we will approve backdated requests for a leave of absence if you have been withdrawn for non-engagement, except where there is independent evidence which demonstrates an inability to engage or respond to communications at the time that you were withdrawn.

A7.5 A leave of absence can disrupt your professional and educational goals, so we will always aim to support you to complete your programme within the usual timeline. We will therefore strongly recommend that before applying for a leave of absence, you explore whether a short-term extension or assessment deferral through the Exceptional Circumstances Policy (A6) could help you complete the module.

A7.6 If you are a student on an employer-funded enrolment, it is your responsibility to ensure that your employer is aware of your request to take a leave of absence, and to obtain any necessary employer approval.

A7.7 Students should note that failing or deferring the Solicitor's Qualifying Exam is not a valid reason for requesting a leave of absence. However, you may still request a leave of absence for other reasons.

### Apprentices

A7.8 Apprentices needing a leave of absence (known as a 'break in learning') should first discuss this with their employer, who will agree the break in learning with the College.

### Financial implications

A7.9 Taking a leave of absence will impact the duration of your studies and may have financial implications. It is your responsibility to ensure that you understand these financial implications.

A7.10 If you take a leave of absence, you will not receive a refund on any fees paid towards your module or programme, as set out in the Refund and Compensation Policy. Where a part-payment schedule has been agreed, this will be paused for the duration of the leave of absence with the exception of any overdue payments.

A7.11 LLM students who are in receipt of a Postgraduate Loan should contact Student finance to understand the implications of a leave of absence. We are required to notify funding bodies that a student has gone on a leave of absence, therefore payments and eligibility for further funding may be affected.

### **Access to course materials**

A7.12 During a leave of absence, you will retain access to Canvas using your existing log-in but will not have access to any live modules, except for Solicitors Legal Knowledge and Solicitors Legal Skills where time-limited continued access is guaranteed under the Terms and Conditions.

### **Re-starting your programme**

A7.13 A leave of absence is not an opportunity to re-start your programme. A student who wishes to re-start their programme must withdraw and reapply to a later intake.

A7.14 Any marks achieved on your previous programme, including fail marks for non-submission, will be carried forward to your new programme.

A7.15 You will be subject to the maximum registration period of four years on a College programme, counted from the start date of your first programme.

### **Taking more than one leave of absence**

A7.16 Students are entitled to request extensions to a leave of absence, or to return from a leave of absence and later request a new absence.

A7.17 The College reserves the right to consider these requests through the Fitness to Study Policy (A8) where the Student Services Team or the Module Leader are concerned that the overall health of the student places them at risk of non-completion.

### **Leave of Absence Procedure**

A7.18 To apply for a leave of absence, you must submit a completed Leave of Absence Application form and accompanying evidence through the Service Portal.

A7.19 The Student Services Team will consider leave of absence requests against the following eligibility criteria:

- Requests are not permitted in the two weeks prior to an assessment taking place, or after an assessment, unless there is evidence that you could not apply earlier;
- Students must be in good financial standing with no overdue fees;
- Requests must be supported by evidence, e.g. a doctor's note;

- A leave of absence can last between one and 12 months and must be taken without breaks;
- A request to extend a leave of absence must be submitted as a new request with updated evidence;
- A leave of absence will not be approved where this would breach the maximum period of registration (A2.45).

A7.20 Requests received within two weeks of an assessment will instead be considered through the Exceptional Circumstances Policy (A6).

A7.21 We recognise that it is not always possible to submit evidence, such as in the case of a bereavement overseas or by suspected suicide. In these cases, you should provide a statement which focuses on the impact the event has had on your ability to continue with your studies.

A7.22 Where the application requires discussion prior to deciding on an outcome, the Student Services Team will invite you to a meeting to discuss the request. If you do not attend this meeting, this will be re-arranged once. If you do not attend for the second time, the Student Services Team will decide an outcome based on the information provided.

A7.23 If your request is granted, the Student Services Team will communicate an outcome to you in writing and will provide you with a period of 5 working days to provide any comment on the proposed leave of absence details. If you do not respond within this timeline, we will assume that you are in agreement with the leave of absence offered.

A7.24 Where a request is rejected, the Student Services Team will notify you in writing of the reasons for this, and how to request a review of the decision.

### **Determining a start date**

A7.25 The start date for a leave of absence is generally the date that the College was notified of your intent to take a leave of absence. We will not typically backdate a leave of absence unless there are valid reasons for doing so. *As such, it is important that you engage with the College as soon as possible.*

### **Determining a return date**

A7.26 If a Leave of Absence is approved, you will be transferred to your new intake, to rejoin at the same point that you left your original cohort. *This means that if you took a leave of absence in week 5 of a 10-week module, you would return to the new intake in week 5.*

A7.27 In exceptional circumstances, where you can provide evidence which shows that you were unable to engage with your studies, submit a Leave of Absence, or respond to communication regarding engagement, the Student Services Team may approve that the start date for the Leave of Absence is backdated.

A7.28 If a Leave of Absence is granted within the final month of module delivery, the return date will be backdated to the 1<sup>st</sup> of the month prior to the month in which

assessments take place on the new intake. This is to ensure that you have enough time to prepare for an assessment.

### **Return to studies**

- A7.29 During the month prior to the expected return date, the Module Leader will invite you to a return to studies meeting. The purpose of this meeting is to ensure that you are properly supported on your return to studies.
- A7.30 If your leave of absence was granted for health reasons, we may request that you provide a 'fit note' from your doctor to confirm that you are fit to return to studies.
- A7.31 If you do not attend the return to studies meeting, this will be rearranged once. If you do not attend the meeting for the second time, you will be deemed to have abandoned your studies and will be withdrawn from your programme.
- A7.32 If you indicate that you do not wish to return to your studies, you will be withdrawn from your module/programme. The withdrawal date shall be backdated to the last date of engagement with your studies.
- A7.33 For students in receipt of a postgraduate loan, we will notify the Student Loans Company of your return to studies only where there is evidence of active engagement with the programme.

### **Changes to modules**

- A7.34 We regularly review our programmes and modules to ensure they are up to date. Changes can happen when a programme goes through Periodic Review (C5) or where changes are approved through the Programme and Module Modification Policy (C7). We may also suspend modules which do not receive sufficient enrolments as set out in the Terms and Conditions. This means that it is possible that modules may be altered, introduced, or suspended during a leave of absence.
- A7.35 Where a module has changed or is no longer available, we will discuss with you whether it is possible to continue on the changed module, or whether a replacement module should be offered.
- A7.36 Where a replacement module is offered, we may need to adjust the return date for a leave of absence, which may mean that it extends over 12 months.

### **Requests for review of a leave of absence outcome**

- A7.37 If you are dissatisfied with the outcome of a leave of absence request, or withdrawal decision where you have not returned from a leave of absence, you can request a review of the decision by contacting the Registrar ([registry@collegalpractice.com](mailto:registry@collegalpractice.com)) within five working days of receiving the outcome notification.
- A7.38 You should set out the reasons you believe the claim meets the eligibility criteria and enclose any additional evidence as appropriate.
- A7.39 The Registrar will consider the claim and communicate an outcome within 10 working days. Their decision is final and there is no further route for review at the College.

## A8 Fitness to Study Policy

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A8.1 We articulate our expectations for engagement and behaviour in the Academic Engagement and Attendance Policy (A9), the Student Charter and Code of Conduct (A10) and the Student Contract.

A8.2 We understand that there may be times when your engagement or behaviour does not meet these expectations due to physical or mental health reasons. In such cases, it may be more appropriate to use this policy to support you, rather than initiating the Student Disciplinary Procedure (A11).

A8.3 The Registrar, in consultation with the Student Services Team, may trigger this policy if any of the following apply:

- You are not meeting engagement or behaviour expectations, and health is identified as a contributing factor.
- We receive serious concerns about your health from a third party.
- There is a serious risk of non-completion due to health, such as multiple leave of absence or exceptional circumstances requests.
- You are requesting a leave of absence for health reasons that exceeds the limits set in the Leave of Absence Policy (A7).

A8.4 There are limits to the support we can provide, and we will communicate these throughout the process.

A8.5 If you do not respond positively to the support offered under this policy, we may act under the Student Disciplinary Procedure (A11).

A8.6 In exceptional cases we may, at any stage, vary the procedures set out below in the interests of fairness and/or health and safety.

### Fitness to Study Procedure

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A8.7 When this process is triggered by the Registrar, the Student Services Team will notify the Head of Curriculum to ensure you receive support at the module level.

A8.8 You will be informed when this policy has been triggered, either at the informal or formal support stage.

A8.9 If the issue is serious, or informal support has not been successful, the Registrar will move the case to the formal support stage.

### Informal Support Stage

A8.10 You will be invited to a meeting with the Head of Curriculum or their nominee, and a member of the Student Services Team, with at least five working days' notice.

A8.11 In this meeting, we will:

- Explain our concerns about your engagement or behaviour.

- If needed, inform you of any risks related to your behaviour (e.g., risks to your studies or others).
- Allow you to share your views.
- Direct you to relevant support services or agencies.
- Discuss potential adjustments to help you complete your studies.

A8.12 This meeting is intended to be supportive, and we expect the support provided here to help you finish your studies successfully.

A8.13 If you miss this meeting, it will be rescheduled once. A second absence will move the process to the Formal Support Stage.

A8.14 Follow-up review meetings will be held at four, eight, and 12 weeks to check progress. Missing these meetings will also trigger the Formal Support Stage.

A8.15 Records of the meetings and reviews will be kept in the Student Record System.

### **Formal Support Stage**

A8.16 You will be invited to a meeting with the Head of Curriculum or their nominee, and a member of the Student Services Team, with at least five working days' notice.

A8.17 Before this meeting, we may ask you to get a medical assessment to help us understand how best to support you. You can refuse this, and the meeting will proceed based on the information available.

A8.18 You will be given five working days' notice of the meeting. You may bring someone for emotional support, but they should not be a legal representative or advocate.

A8.19 In the meeting, we will:

- Explain our concerns about your engagement or behaviour.
- If needed, inform you of any risks related to your behaviour.
- Allow you to share your views.
- Direct you to relevant support services or agencies.
- Discuss adjustments to help you complete your studies.
- Inform you of the potential outcomes if the risks continue.

A8.20 If you do not attend, the meeting will be rescheduled once. If you miss the second meeting, it will proceed without you.

A8.21 After the meeting, the following outcomes may apply:

- Agreeing on an action plan with regular reviews.
- Recommending adjustments to your study programme.
- Referring your case to the Student Disciplinary Procedure (A11).
- Approving a leave of absence that exceeds the standard limit, provided it does not exceed the maximum registration period (A2.45).

- In exceptional cases, recommending your registration be terminated by the Progression & Awards Panel.

A8.22 A recommendation to terminate your registration will only be made if:

- You do not follow an agreed action plan.
- Your health severely impacts your ability to continue studying, which may make you eligible for an Aegrotat award (B5).

**Right to appeal a withdrawal**

A8.23 If you are withdrawn from your programme through this procedure, you can appeal the decision through the Academic Appeals Policy (A13).

## A9 Academic Engagement and Attendance Policy

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A9.1 We know that students who fully engage with their studies are more likely to succeed in their programme and SQE assessments. This policy sets out our expectations for academic engagement, how we will support you if you are not engaging, and the potential consequences of non-engagement.

A9.2 We are required by the Department for Education to have an attendance policy in place to ensure appropriate engagement for students in receipt of postgraduate loan funding.

A9.3 This policy applies to all students enrolled on a College module or programme, including apprentices and students from partner universities.

### Expectations of Academic Engagement

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A9.4 We expect you to fully engage with the learning opportunities offered in your studies. This includes:

- Attending Town Hall meetings, surgeries, and personal supervisor meetings;
- Engaging with learning tasks and activities in line with the module delivery schedule on Canvas;
- Submitting formative and summative assessments on time;
- Not taking holidays during module delivery unless exceptional circumstances apply, e.g., you have booked a holiday prior to accepting your place on a module and need to defer assessment;
- Balancing your employment with your studies, where applicable.

A9.5 We will monitor your engagement regularly throughout each module to identify if you need further support or are at risk of not completing the module.

A9.6 At the beginning of your studies, we will explain the risks of non-engagement, which may include withdrawal from your module or programme.

A9.7 If you are unable to engage fully due to health, personal, or other circumstances, you must notify a member of the Academic Team or Student Services via email or ServiceNow.

### Engagement Review

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A9.8 At the midpoint of each module, the Academic Team will review your engagement based on the expectations outlined above.

A9.9 The following will be considered as indicators that your engagement is below expectations:

- Persistent non-attendance at personal supervision meetings;
- Non-completion of learning tasks and activities, affecting your ability to complete the module;

- Non-submission of formative or summative assessments.

A9.10 The Academic Team will determine the required engagement levels for each module, which will be communicated to you at the start of the module.

A9.11 If the Academic Team identifies concerns about your engagement, they will notify the Student Services Team to trigger the procedure below.

### Academic Engagement Procedure

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A9.12 The Student Services Team will review the information provided and decide on the appropriate route:

- Informal Support;
- Formal Review;
- Referral to another Policy;
- Withdrawal;
- Notification to a university or employer partner.

A9.13 To ensure timely action, this procedure will be triggered within seven working days of the Engagement Review.

A9.14 The Student Services Team will maintain written records of all communications and actions taken under this procedure.

#### Informal Support

A9.15 Informal support will be initiated if your engagement falls below expected levels for a module but there is no pattern of non-engagement across modules.

A9.16 The Student Services Team will:

- Contact you by email to remind you of the academic engagement expectations;
- Inform you of options under the Exceptional Circumstances or Leave of Absence policies if life circumstances are affecting your engagement;
- Encourage you to reach out to the Academic Team to create a plan to get back on track;
- Signpost external wellbeing support;
- Offer a phone call or Zoom meeting to discuss your situation;
- Notify you that your engagement will be reviewed again and that continued non-engagement may lead to Formal Review or Withdrawal.

A9.17 The Student Services Team will request an update on your engagement from the Academic Team no later than 21 working days after contacting you.

A9.18 If your engagement has not improved, the next stage of the procedure will be triggered.

### Formal Review

A9.19 Formal Review will be triggered if there has been no improvement since Informal Support, if there is a pattern of non-engagement across modules, or if there are concerns about your ability to engage.

A9.20 The Student Services Team will contact you by email and phone to invite you to a meeting to discuss your engagement.

A9.21 The meeting will involve the Module Leader and a member of the Student Services Team, and will provide an opportunity to:

- Remind you of our academic engagement expectations;
- Explain your options under the Exceptional Circumstances or Leave of Absence policies;
- Agree on a plan to help you re-engage with your studies;
- Signpost external wellbeing support;
- Notify you that your engagement will be reviewed again, and further non-engagement may result in Withdrawal.

A9.22 If you do not attend the meeting, it will be rearranged once. If you miss the meeting again, the process will move to the Withdrawal stage.

A9.23 The Student Services Team will request an engagement update from the Academic Team no later than 21 working days after the meeting.

A9.24 If your engagement has not improved, the withdrawal stage of the procedure will be triggered.

### Withdrawal Stage

A9.25 If your engagement does not improve, the College reserves the right to withdraw you from your module or programme in line with the Terms and Conditions.

A9.26 You will be notified by email that the College believes you no longer intend to complete your studies, and that you are assumed to have abandoned your programme.

A9.27 You will have five working days to respond and inform the College that you do wish to continue your studies.

A9.28 If you do not respond to the withdrawal notice, you will be officially withdrawn, and a withdrawal letter will be issued with information on how to request a review.

A9.29 If you respond to indicate that you wish to continue your studies, you will be invited to a Formal Review meeting. Non-attendance on two occasions will result in your withdrawal.

A9.30 If you were in receipt of funding, the relevant funding body will be notified.

A9.31 The Registrar will also be notified to ensure that you receive a transcript and any exit award, as appropriate.

### Referral to Another Policy

A9.32 If your engagement issues relate to other circumstances, the Student Services Team may refer you to the Exceptional Circumstances or Leave of Absence policies, or the Fitness to Study Policy if health is the issue.

A9.33 After a referral, the Student Services Team will follow up within 21 working days to ensure action is taken.

### Notification to University or Employer Partner

A9.34 If you are registered through a partner university, engagement information may be shared with your home university's designated Link Tutor.

A9.35 If you are registered through a formal employer partnership, your engagement may be shared with the employer's designated contact if required.

### Right to Review a Withdrawal Decision

A9.36 If you are withdrawn under this procedure, you can request a review if:

- There has been a procedural irregularity in considering your case;
- There is new evidence available that could not reasonably have been submitted earlier.

A9.37 Requests must be submitted within 10 working days of the withdrawal letter via email to the Registrar ([registry@collegalpractice.com](mailto:registry@collegalpractice.com)).

A9.38 The Chief Operations Director will review your case and decide whether to reinstate your registration.

A9.39 You will receive a written decision within 10 working days.

### External Review

A9.40 Once internal procedures are exhausted, you may be able to apply to the OIA for a review if eligible under their rules. Information about the OIA is available at [OIA website](#).

A9.41 You will need a Completion of Procedures letter to apply, which will be provided automatically at the conclusion of the Review process.

## A10 Student Charter and Code of Conduct

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A10.1 We are committed to enhancing the careers of legal professionals through innovative, practice-focused legal education and training. Although we are exclusively online, we are a diverse community that values consideration, acceptance, and courtesy in all behaviour.

A10.2 This Charter and Code of Conduct applies to all students and apprentices on any programme or module from the moment your contractual relationship with the College begins. It applies at all times, not just during module delivery.

### Expectations of the Student Charter

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A10.3 As a student or apprentice, we expect you to:

- Commit fully to your studies, in line with our Academic Engagement and Attendance Policy (A9);
- Be punctual for all online activities and meet deadlines;
- Engage attentively during synchronous online activities with other students and in interactions with College supervisors and staff;
- Avoid any behaviour that could reasonably be seen as disruptive or offensive;
- Be respectful and polite to fellow students, staff, and anyone else working with the College;
- Recognise and respect the cultural diversity of the College, and take no actions that undermine cultural tolerance in our community;
- Uphold the reputation of the College in your activities outside your programme, practicing respect and tolerance in the wider community;
- Refrain from behaviour that could bring the College into disrepute;
- Not damage, misuse, or make unauthorised use of College property, equipment, or learning materials;
- Comply with the Student Terms and Conditions;
- Take reasonable care of your own health and safety, and avoid endangering others;
- Be personally responsible for your actions and behaviour, and follow all College policies, procedures, and regulations;
- Always comply with the law and report any incidents you witness to the relevant authorities.

### Student Disciplinary Procedures

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A10.4 The Student Disciplinary Procedures (A11) may be invoked if you are alleged to have:

- Interfered with the College's expectations listed above;
- Endangered the safety or wellbeing of students, apprentices, staff, or third parties;

- Brought the College into disrepute;
- Committed academic or non-academic misconduct as described below;

A10.5 The College reserves the right to investigate and take action on misconduct offences committed anywhere, including online and on social media.

### Academic Misconduct

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A10.6 Academic misconduct is any action by a student that gives, or has the potential to give, an unfair advantage in an assessment to themselves or others.

A10.7 The College recognises the following behaviours as academic misconduct:

- **Plagiarism:** Presenting someone else's work or ideas as your own without properly identifying and citing the source;
- **Self-plagiarism:** Submitting work that has already been submitted for another assessment;
- **Collusion:** Assisting another student, or being assisted by someone else, in gaining an unfair advantage in an academic assessment;
- **Contract cheating:** Contracting with another person or company to complete your work in exchange for compensation of any kind;
- **Impersonation:** Arranging for someone else to take an exam on your behalf;
- **Cheating in examinations:** Possessing unauthorised materials or technology during an exam or attempting to access unseen assessment materials in advance.

A10.8 Academic misconduct differs from poor academic practice, which is often the result of inexperience or a lack of knowledge. Students who demonstrate poor academic practice will usually be given guidance and support.

### Non-Academic Misconduct

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A10.9 The College identifies the following behaviours as non-academic misconduct:

- Ignoring legitimate instructions from an authorised officer of the College.
- Engaging in any actions that prevent, obstruct, or disrupt teaching, learning, or assessment, or are intended to do so.
- Engaging in actions that prevent, obstruct, or disrupt the administration of the College or the performance of duties by College staff or third parties acting on behalf of the College, or are intended to do so.
- Refusing to disclose one's identity to a College staff member when reasonably required or attempting to disguise one's identity.
- Intentionally or recklessly damaging, defacing, or misappropriating College property or the property of others within the College.
- Distributing, publishing, or broadcasting (including electronically) any illegal material, or material which represents views or speech which is not protected

within the law. *E.g. transmitting material which promotes an organisation proscribed under anti-terror legislation.*

- Acting in a manner likely to cause injury or endanger safety during College activities.
- Engaging in fraud, deceit, deception, or dishonesty in relation to the College, its staff, or students.
- Submitting false, frivolous, malicious, or vexatious complaints.
- Infringing on or abusing the privacy, integrity, or confidentiality of College files or confidential material, including information held in the College's computer systems.
- Threatening, or engaging in, violence, discrimination, harassment, bullying, or abuse, whether done physically, verbally, in writing, or via social media.
- Exhibiting violent, indecent, disorderly, intimidating, threatening, or offensive behaviour or language (whether spoken, written, or electronic) during College activities.
- Engaging in sexual, racial, or any other form of harassment against a student, staff member, or other individuals, including authorised visitors to the College.
- Possessing, using, or supplying drugs (including the misuse of prescription drugs or legal highs) or weapons.
- Engaging in anti-social behaviour, including that resulting from intoxication through alcohol or drugs.
- Engaging in conduct that damages the College's reputation or the reputation of its members, noting that reputational risk is not a valid reason to suppress freedom of speech or academic freedom.
- Receiving a police caution, community resolution order, or similar police penalty, regardless of whether charges are filed.
- Being convicted of a criminal offence or engaging in criminal behaviour that could damage the College's reputation.
- Failing to declare a criminal conviction, subject to the Rehabilitation of Offenders Act.
- Engaging in criminal behaviour that affects the College community, damages the College's reputation, or breaches professional conduct standards.
- Failing to comply with any penalties previously imposed under these regulations.

## A11 Student Disciplinary Policy

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A11.1 We aim to enhance the careers of legal professionals through innovative, practice-focused legal education and training. To achieve this, we partner with students, both individually and collectively, to maintain the quality of their educational experience and help them meet their professional and personal objectives.

A11.2 In our partnership with students, expectations are outlined in the Student Partnership Policy, and the responsibilities of students are set out in the Student Contract, Student Charter, and Code of Conduct.

A11.3 If your behaviour breaches the Student Contract, Charter, or Code of Conduct, we may implement this Student Disciplinary Process to investigate, consider, and determine an outcome.

A11.4 We reserve the right to protect our good name and reputation by taking disciplinary action against students if they breach College Regulations.

A11.5 This disciplinary process applies to all students from registration through to the end of their studies and is not restricted to conduct during College activity. It may also apply to graduates if disciplinary action relates to incidents which occurred while they were registered, which can include matters leading to the revocation of an award.

A11.6 This process does not cover disputes between students and is only invoked if a student breaches the Student Contract, Charter, or Code of Conduct.

A11.7 Where a student is subject to disciplinary action, we may withhold the final award until the matter is resolved.

A11.8 In exceptional circumstances, we may vary the procedure in the interests of fairness and/or health and safety.

A11.9 This process is informed by the Office of the Independent Adjudicator's Good Practice Framework on Disciplinary Procedures.

### Principles

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A11.10 We understand this process can be stressful for students. Therefore, we will ensure adherence to the following principles:

- **Clarity and Accessibility:** The process will be outlined clearly on the online portal, and Student Services Officers will be available to provide support.
- **Fairness:** The process will be conducted in line with the principles of fairness outlined in this document.
- **Independence:** An independent staff member without any previous involvement will investigate.
- **Standard of Proof:** Decisions will be based on the "balance of probabilities".
- **Confidentiality:** Information will be treated as confidential and handled according to the College's Privacy Policy and the Data Protection Act 2018. We

may deem it necessary to share information gathered under this process with third parties including employers, placement providers, or professional statutory and regulatory bodies. We may also have a legitimate interest to share information with the person who made an allegation under this policy. In making this determination, the College will balance the impact of disclosure on the student who is accused of misconduct, and the security of the individual making the allegation along with the proper working and reputation of the College. Relevant individuals will be informed of any disclosure in a timely manner.

- **Timeliness:** We aim to resolve matters as quickly as possible, typically within 3 months if the College Disciplinary Panel is involved. If this timeline cannot be met, we will inform the student of any delays.
- **Reasonable Adjustments:** We will remain conscious of our obligations under the Equality Act 2010 throughout the process.

### Rights of the Student

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A11.11 Students going through the disciplinary process are entitled to have a supporter present for emotional support. This supporter may be a fellow student or co-worker but cannot be a family member, legal practitioner, or a witness to the allegations. The Student Services Manager or their nominee can offer guidance but cannot act as a formal supporter.

A11.12 If a student does not engage in the process or fails to attend a scheduled meeting without a valid reason, we may proceed in their absence. Meetings may be held in person or remotely, and the student may submit representations in writing.

A11.13 Reasonably obtained evidence may be used in the disciplinary process.

A11.14 An annual report on all disciplinary cases, anonymised, will be provided to the Academic Committee.

### Reporting of Criminal Offences

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A11.15 Students charged with or convicted of a criminal offence must report the matter to the Chief Operations Director as soon as possible.

A11.16 The Registrar has the discretion to determine whether disciplinary process shall be triggered in response to the criminal offence.

### Non-Academic Misconduct Procedure

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A11.17 If a student allegedly commits an act of misconduct under the Student Charter and Code of Conduct, the Registrar must be informed as soon as possible.

A11.18 The Registrar will determine one of the following:

- The allegation does not constitute non-academic misconduct.
- There is no case to answer, and no entry will be made on the student record.

- The allegation constitutes misconduct but is a minor breach that can be resolved informally.
- The matter requires formal investigation under this process.
- The matter is better considered under another College regulation, policy, or procedure.

A11.19 An informal resolution may be appropriate for minor breaches, especially where the student admits responsibility and demonstrates remorse. The Registrar may issue sanctions such as a verbal or written warning, a requirement to apologise, or an undertaking regarding future behaviour.

A11.20 For serious offences, second offences, or where the student does not accept the informal sanction, a formal investigation may be initiated.

### **Formal Investigation**

A11.21 The Registrar will appoint an investigator, and the student will be notified of their identity.

A11.22 The investigator will examine all material aspects of the alleged breach, meet with the student, and present the evidence gathered. The student will receive at least 5 working days' notice before the meeting and will be given an opportunity to respond to the evidence presented.

A11.23 Following the investigation, the Registrar will determine that there is:

- Insufficient evidence to uphold the allegation, and the case will be dismissed.
- Sufficient evidence to uphold the allegation, resulting in sanctions such as a formal warning, apology, or an undertaking about their future behaviour.
- That the matter should be referred to the College Disciplinary Panel.

### **Academic Misconduct Procedure**

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A11.24 If an assessor suspects academic misconduct, they will notify the Module Leader and provide documentary evidence (including as a minimum Turnitin records) to support the allegation.

A11.25 Upon receiving an allegation, the Module Leader will review the evidence and make one of the following judgments:

- No academic misconduct has occurred, and the work should be marked on its merits;
- The issue is poor academic practice, in which case the work should be marked on its merits and the student advised on improving their academic practice;
- The matter should be referred to the Head of Curriculum for further investigation.

A11.26 When the Head of Curriculum receives an allegation, they will conduct a preliminary investigation and inform you that an allegation has been made, outlining the supporting evidence.

A11.27 The Head of Curriculum may offer an informal resolution if any of the following apply:

- The allegation is minor and has little impact on the overall assessment;
- You have no previous history of academic misconduct;
- Your involvement in the incident is unclear;
- You admit to the breach, show remorse, and provide evidence of how you intend to improve your academic practice.

A11.28 If an informal resolution is applied, the Head of Curriculum may issue a verbal or written warning and require you to engage in academic integrity training. In this case, the work will be marked on its academic merit.

A11.29 If informal resolution is not appropriate – either due to the seriousness of the allegation, a previous offence, or your refusal to accept the informal resolution – the Head of Curriculum will commence a formal investigation.

A11.30 You will be invited to a meeting to discuss the allegation, with at least five working days' notice. You may bring a supporter, but they cannot be a legal representative.

A11.31 If you do not attend the meeting, it will be rescheduled once. If you fail to attend again, the Head of Curriculum will proceed with the investigation in your absence.

A11.32 Following the meeting, the Head of Curriculum will determine one of the following outcomes:

- There is insufficient evidence to conclude that a breach of the Student Charter and Code of Conduct occurred;
- There is sufficient evidence to conclude, on the balance of probabilities, that a breach of the Student Charter and Code of Conduct occurred;
- The matter is serious enough to be referred to a College Disciplinary Panel.

A11.33 If a breach has occurred, the Head of Curriculum will recommend one of the following sanctions to the Module Panel:

- Award a grade based on the academic merit of the remaining work, if feasible;
- Require you to address the elements of assessment affected by misconduct and resubmit, either for a capped or uncapped mark;
- Award a mark of 0% for the affected element, with resubmission for an uncapped mark;
- Award a mark of 0% for the affected element, with resubmission and the module outcome capped at the minimum pass mark.

A11.34 In addition to the sanctions, the Head of Curriculum may require you to engage in academic integrity training.

A11.35 The Head of Curriculum will notify you of the outcome within 30 working days of receiving the allegation. This notification will include details of your right to appeal.

## College Disciplinary Panel

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A11.36 The Chief Executive Officer convenes the College Disciplinary Panel. It includes a senior member of staff, another staff member (ideally with investigative experience), and a Student Representative (ideally from a different programme). The student will be given 5 working days' notice of the hearing.

A11.37 The panel will follow a structured process:

- The Chairperson of the Panel will introduce the proceedings;
- The Investigator will present the allegation, and outline the evidence they have collated;
- The Investigator will answer any questions from the Panel and the student;
- The student may present their response to the allegations,
- The student will answer questions from the Panel and the Investigator;
- The Investigator will make a closing statement;
- The student may make a closing statement;
- The Panel will deliberate in private and make a decision.

A11.38 The panel may issue the following outcomes:

- Dismissal of the allegation where there is insufficient evidence of a breach.
- Issuance of sanctions where there is sufficient evidence of a breach.

A11.39 The sanctions available to the Panel include:

- A final warning;
- Requiring the student to write a letter of apology;
- Requiring the student to provide an undertaking about their future behaviour;
- Suspension from the College for a set period of time;
- Permanent exclusion from the College.

A11.40 The student will be notified of the outcome within 5 working days of the hearing.

## Appeals process

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A11.41 A student may appeal a decision made by an Investigator or College Disciplinary Panel under the non-academic misconduct process or the Head of Curriculum or College Disciplinary Panel under the academic misconduct process.

A11.42 Students who wish to appeal need to do so on the basis of one or more of the following grounds:

- There is relevant new material which was not reasonably available at the time of the original decision;
- There has been a failure of due process at any stage;

- That the decision was unreasonable and/or a disproportionate sanction has been allocated.

A11.43 This appeal will not normally consider issues afresh or involve a new investigation. A complaint must have been considered and concluded at the formal stage before it can be escalated to this appeal process.

A11.44 A student who wishes to commence an appeal, must do so within 10 working days of the date of notification of the case outcome. The appeal must be sent in writing by the student to the Student Services Manager: [studentsupport@collegalpractice.com](mailto:studentsupport@collegalpractice.com). The appeal should include the ground(s) for appeal listed above and provide a clear explanation of why the ground for appeal applies and the evidence in support.

A11.45 An appeal by a student will normally be dismissed and not considered if it is not submitted within 10 working days. An appeal submitted outside of this period will only be considered where the student provides a good reason, supported by evidence, for the delay. The College will determine what constitutes a good reason for the purposes of this paragraph.

A11.46 On receipt of a valid appeal under this Stage, the Student Services Manager will acknowledge receipt of the appeal within 5 working days and forward the relevant documentation to the College's Chief Operations Director (or nominee) who will consider the appeal.

A11.47 The outcome of the appeal will normally be notified to the student(s) within 10 working days of submission of the appeal.

A11.48 The appeal will determine whether the ground(s) for appeal have been established and whether any action needs to be taken by the College. The action that could be taken includes:

- Upholding the earlier decision and sanction.
- Upholding the earlier decision and varying the sanction.
- Overturning the earlier decision and substituting a new decision and/or sanction.
- Set aside the decision and require the allegation of misconduct to be considered afresh.

A11.49 The notification of outcome to the student(s) concludes the Appeal Process and is the final stage of the appeals procedure available within the College. As such, a Completion of Procedures Letter will be issued at this point. The Completion of Procedures Letter will confirm that the College's internal appeals procedure has been exhausted.

#### **Office of the Independent Adjudicator**

A11.50 Where a student has exhausted the College's internal appeals procedures the student has the right to request the Office of the Independent Adjudicator to review their case. A student may be able to apply for a review of the outcome of the process to the Office of the Independent Adjudicator for Higher Education (OIA) providing the

complaint is eligible under its rules. Details about the OIA can be found on their website: <https://www.oiahe.org.uk> and the Student Services Manager is able to provide advice if required.

- A11.51 To apply to the OIA, a student will require a Completion of Procedures Letter to show that internal appeals procedures have been exhausted. This letter will be automatically provided to students at the conclusion of the Review Process.
- A11.52 Further guidance about submitting a complaint to the OIA is available at their website: <https://www.oiahe.org.uk/students/how-to-complain-to-us/>.

## A12 Sexual Misconduct Policy

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A12.1 This policy sets out the College's approach to responding to incidents of sexual harassment and sexual misconduct. It applies to all students, apprentices, staff, and contractors of the College.

### Our Commitments

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A12.2 We are committed to ending all forms of harassment and sexual misconduct in the College community.

A12.3 We recognise the significant negative effects that this can have on individuals, and we will support them, as well as support those members of the College community who receive reports of misconduct.

A12.4 We are committed to building a supportive and confidential environment where individuals feel confident and empowered to report misconduct and understand the options available to them.

A12.5 The Sexual Misconduct Policy will be implemented in a manner which is consistent with the Code of Practice on Freedom of Speech.

### Definitions

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A12.6 Sexual harassment is unwelcome conduct of a sexual nature, which makes a person feel offended, humiliated, or intimidated. Sexual harassment does not have to be directed at a particular individual to be unlawful.

A12.7 Examples of sexual harassment include, but are not limited to:

- Physical contact such as pinching, touching, grabbing, kissing, or hugging.
- Staring or leering at a person or parts of their body.
- Sexual jokes or comments.
- Requests for sexual favours.
- Persistent requests to go out, where refused.
- Sexually explicit conversations.
- Displays of offensive material such as posters, screen savers, Internet material etc.
- Accessing or downloading sexually explicit material from the Internet.
- Suggestive comments about a person's body or appearance.
- Sending rude or offensive emails, attachments, or text messages.

A12.8 Sexual Misconduct is the unwanted conduct of a sexual nature by one member of the College Community to another. This includes staff-staff, staff-student, and student-student misconduct.

A12.9 Acts that comprise sexual misconduct include but are not limited to the following:

- Unwanted conduct which creates an intimidating, hostile, degrading, humiliating or offensive environment
- Assault
- Rape
- Physical unwanted sexual advances
- Intimidation, or promising resources or benefits in return for sexual favours
- Distributing private and personal explicit images or video footage of an individual without their consent.

A12.10 Staff-to-student sexual misconduct refers to behaviour of a physically or emotionally intimate or sexual nature by a staff member or contractor (including supervisors), that is reasonably considered to be inappropriate, and/or unacceptable.

A12.11 These behaviours include but are not limited to:

- Purposefully affecting or violating the student's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for a student
- An abuse of power over the student
- More or less favourable treatment of a student because the student has rejected or submitted to such behaviour through any medium, including online.

A12.12 It must be noted that in case where the behaviour is not expressly unwanted, this would still be regarded as sexual misconduct in the case of an abuse of power, or more or less favourable treatment of a student.

A12.13 The reporting party in these cases will be the person who submits a report of misconduct, and the responding party will be the person against whom a complaint has been made.

### Disclosure

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A12.14 We encourage all students affected by sexual misconduct, and those who know of an incident of sexual misconduct to report to the College so we can investigate. Reports can be submitted anonymously, or non-anonymously.

A12.15 We recognise that reporting an incident can be distressing, and we will encourage the reporting parties to contact Spectrum for Welfare Support through our Student and Employee Assistance Programme.

A12.16 Reports can be submitted to [report@collegalpractice.com](mailto:report@collegalpractice.com) or through the 'Help' section on the Canvas homepage. Access to reports is limited to the Chief Operations Director and the Registrar.

### What happens when a report is made?

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A12.17 When we receive an anonymous report, we cannot take any direct action. We will keep a record of the report to provide statistical information to inform our work.

Anonymous reporting parties will be signposted to Spectrum for Welfare support as needed.

A12.18 When we receive a non-anonymous report, the report will be acknowledged, and the reporting party will be encouraged to speak to Spectrum for welfare support as needed. We will advise them of their options:

- To take no action;
- To report to the Police, in the case of potentially criminal offences;
- To progress to a formal complaint.

A12.19 Where a reporting party chooses to contact the Police, normally we will not consider a formal complaint until the investigation is complete. We may however take precautionary measures such as assigning a different supervisor in the case of alleged staff-student misconduct.

A12.20 Individuals will have a right to withdraw a complaint at any stage, and we will provide support to the individual if they decide to withdraw.

### **Formal Complaints**

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A12.21 If a reporting party chooses to progress to a formal complaint, this will be considered under one of two policies:

- The Student Disciplinary Process (A11) – in cases where a student is a responding party.
- The Code of Conduct for Personnel via the HR Grievance Procedure – in cases where a staff member is a responding party.

A12.22 Throughout and after the complaints process, we will encourage the reporting party and responding party to access welfare support through Spectrum.

### **Support**

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A12.23 We are committed to providing appropriate support to all individuals involved in cases of harassment and sexual misconduct before, during, and after an investigation.

A12.24 We will help and encourage both parties to continue their studies safely and with minimal disruption during and after the investigation. We will provide reasonable academic adjustments to help continue studies safely.

A12.25 All information will be handled sensitively and in line with our data protection and confidentiality policies, which should be clearly linked in our guidance.

### **Information sharing**

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A12.26 Any information provided within a disclosure or formal complaint will remain confidential and the information contained within will only be passed on to relevant parties on a strictly need-to-know basis to investigate and deal with a report.

A12.27 When a reporting party asks us to consider a formal complaint, we will need to provide information to the responding party. Where possible, we will seek permission to share information from the reporting party. A refusal to allow the College to share information will make it difficult to consider the complaint.

A12.28 Outside of the above, we will not disclose any identifiable personal data unless we believe there is a genuine threat to a person's health and safety.

### **Staff-Student Relationships**

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A12.29 Given the power differentials and professional relationships between staff and students, the College strongly discourages staff-student relationships. When a relationship does occur, the staff member must inform their line manager.

A12.30 The College will mitigate against the risk of actual or perceived conflicts of interest and/or abuses of power where a staff member declares a relationship. This may include removing the staff member from all teaching and supervision responsibilities involving the student.

A12.31 Staff should be aware that failure to declare a staff-student relationship may be a disciplinary offence as outlined in the Code of Conduct for personnel.

### **Promoting Staff and Student Awareness**

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A12.32 The Sexual Misconduct Policy as part of the Academic Regulatory Framework will be published in a clearly visible location on our website. In addition to this, we raise awareness of the Sexual Misconduct Policy by:

- Including references to the Policy in staff and student handbooks
- Notifying staff and students annually of the contents of the Policy.
- Introducing the Policy to staff and students at the point of induction.
- Referencing the Policy in communications with staff and students where relevant.

A12.33 Any changes to the Policy will be clearly communicated, and historical versions will be made available for as long as they are relevant to the student's ongoing needs and rights.

### **Governing body oversight**

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A12.34 The Board will receive annual reports of any cases raised under this policy plus their outcomes to review our effectiveness in tackling sexual harassment and misconduct. These reports will not have any identifying information about the reporting party or the responding party.

## A13 Academic Appeals Policy

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A13.1 Our academic appeal policy and procedure align with the Good Practice Framework for handling appeals (OIA, 2022). However, we may vary this in the interests of fairness, health and safety, or reasonable adjustments related to disability. If we vary the procedure, we will explain the reasons to you.

A13.2 An academic appeal is a request for the College to reconsider a decision made at an Assessment Panel or Progression and Awards Panel. These decisions relate to module and programme outcomes (B3, B4).

A13.3 You may also use this process to appeal decisions made through the Exceptional Circumstances (A6) or Fitness to study (A8) procedures.

A13.4 Before submitting an academic appeal, we recommend reaching out to Student Support, who can help you understand the process.

A13.5 You can submit an academic appeal if you believe that one of the following applies:

- There were procedural errors in the assessment process.
- There was bias or a reasonable perception of bias in the assessment process, meaning your work was not impartially assessed on its merits.
- You had valid Exceptional Circumstances (A6) that you could not disclose before the assessment.
- The outcome of your Exceptional Circumstances application (A6) is unreasonable given the facts of the case.
- The outcome of a fitness to study proceeding (A8) is unreasonable given the facts of the case.

A13.6 You cannot appeal against matters of 'academic judgment.' We will reject any appeals in this category. Academic judgment refers to decisions requiring the opinion of an expert academic, such as assessment marks, teaching and learning methods, or learning outcomes. It is not possible to award additional marks for an assessment through this process.

### Informal Stage

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A13.7 Before progressing to an academic appeal, you should raise any concerns about an Assessment Panel decision with your tutor or Module Leader, who will provide clarification on the College's assessment process.

A13.8 If you remain dissatisfied after this clarification, you can proceed to the formal appeal stage.

### Formal Stage

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A13.9 Appeals against decisions made through the Exceptional Circumstances and Fitness to Study procedures must be submitted within the timelines specified in the individual policies.

A13.10 Appeals against module or programme results can be submitted after the Assessment Panel or Progression & Awards Panel has confirmed the module or programme outcome.

A13.11 You must submit a formal academic appeal within 10 working days of receiving your transcript by using the relevant form on ServiceNow. If you miss this deadline, you will need to provide a valid reason, supported by evidence, explaining why you were unable to submit on time. If you cannot complete the form or require a reasonable adjustment to the process, please contact Student Support.

A13.12 You should include independent evidence to support your appeal request. Appeals submitted without evidence are less likely to succeed. If you are waiting for evidence, such as a doctor's note, submit your appeal within the normal timeline and inform us when your evidence will be available.

A13.13 We will acknowledge your academic appeal within five working days of receipt and forward it to the Registrar.

A13.14 We will investigate your appeal to understand your circumstances. This investigation may include:

- Asking you to provide more information or evidence.
- Requesting staff to provide information or evidence.
- Reviewing the minutes of the Assessment Panel or Progression and Awards Panel.
- Convening an Academic Appeals Panel.

A13.15 We may need to share information about your circumstances with relevant staff members for consideration of the academic appeal.

### Academic Appeals Panel

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A13.16 The Registrar will convene an Academic Appeals Panel if your appeal is particularly complex, or if there is a benefit to discussing issues with you face-to-face.

A13.17 The Registrar will chair the Academic Appeals Panel, which will include two members of the Academic Team not directly involved in your case, who will advise the Registrar.

A13.18 If we convene an Academic Appeals Panel, you will be expected to attend. We will provide you with seven working days' notice of the date and agenda, and you may bring someone to the meeting for support. Your supporter should not be a legal representative.

### Academic Appeal Outcomes

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A13.19 At the end of the Academic Appeals Panel or the Registrar's consideration of your case, they will decide on one of the following outcomes:

- To **uphold** the academic appeal, in which case they will recommend a new decision to the Assessment Panel or Progression and Awards Panel.
- To **reject** the academic appeal, in which case the original decision stands.

A13.20 The Registrar will communicate the outcome of your appeal in writing to the email address in our student records system within 30 working days of receipt of your appeal. This communication will include information about your right to request a review.

### Review Stage

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A13.21 If you disagree with the outcome of your academic appeal, you can request a review of the decision if you believe that one of the following applies:

- A procedural irregularity or administrative error affected the Registrar's consideration of your appeal.
- The decision of the Registrar is unreasonable given the facts of the case.
- You have new material evidence that, for a valid reason, you were unable to provide in your original appeal application.

A13.22 You must submit a review request within 10 working days of the date of the outcome letter by emailing [registry@collegalpractice.com](mailto:registry@collegalpractice.com), outlining the grounds for your review and the supporting evidence. If you miss this deadline, you will need to provide a valid reason, supported by evidence, explaining why you were unable to submit on time.

A13.23 The Chief Operations Director is responsible for considering review requests. They will determine whether the grounds for review have been established and what action we need to take. A review will not normally consider the issues afresh but will evaluate how the academic appeal was considered.

A13.24 The review process typically takes 10 working days, and at the end of the review, we will send you a Completion of Procedures Letter. This letter confirms that our internal appeals process has concluded and provides information about the Office of the Independent Adjudicator complaints scheme.

### External Review

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A13.25 We subscribe to the Office of the Independent Adjudicator's (OIA) complaints scheme. You may request a review of our handling of your academic appeal by the OIA after the review process has concluded. Please refer to the OIA website for more information about submitting a complaint: [OIA Website](#).

### Reporting

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A13.26 To ensure we learn from academic appeals and improve our practices, the Registrar will prepare an annual summary of academic appeals for the Academic Committee and the Board.

## A14 Student Complaints Policy

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A14.1 We aim to enhance the careers of legal professionals through innovative, practice-focused legal education and training. We recognise that there may be occasions when our service does not meet your reasonable expectations, leading to dissatisfaction.

A14.2 You have the right to inform us about any problems with our services. We assure you that no student will face prejudice for submitting a genuine complaint. However, we will not consider complaints we deem frivolous or vexatious.

A14.3 We will not hold any prejudice against you for submitting a genuine complaint. If evidence suggests a complaint is frivolous or vexatious, we reserve the right to refuse to consider it.

A14.4 Should you wish to pursue a complaint, both your responsibilities and those of the College are outlined in this policy. For guidance, you can contact the Student Services Team at [studentsupport@collegalpractice.com](mailto:studentsupport@collegalpractice.com), who can support you through the process.

A14.5 We reserve the right to adjust the complaints procedure in the interests of fairness, health and safety, or to accommodate reasonable adjustments as required by relevant equality legislation.

### Definition and Scope

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A14.6 We adopt the definition of complaints as provided by the Office of the Independent Adjudicator: an expression of dissatisfaction by one or more students regarding something the provider has done or not done, or about the standard of service provided by or on behalf of the provider (OIA, 2022).

A14.7 Examples of complaints that fall within this policy include:

- Failure to meet obligations outlined in the Programme documentation.
- Misleading or incorrect information in promotional materials.
- Concerns about the delivery of a programme, including teaching, administration, or supervision.
- Poor quality of facilities, learning resources, or services.
- Significant disruptions to programme delivery due to unforeseen events (e.g., industrial action, public health emergencies).
- Concerns about policies or procedures relating to financial or welfare support.

A14.8 Matters not typically addressed through this complaints policy include issues related to assessment, dissatisfaction with the outcomes of academic misconduct or disciplinary processes, or decisions made under specific regulations. These may be eligible for challenge under the Academic Appeals Policy, or at the appeal stage of individual policies.

A14.9 A student complaint should directly impact the student making it. For general concerns about policies, you can speak with your student representative, who will bring it to the Student Staff Liaison Committee.

A14.10 Complaints regarding matters of 'academic judgment' are not grounds for a complaint or appeal. Academic judgment refers to decisions requiring the opinion of an academic expert, such as assessment marks, professional suitability, or research methodology.

### Informal Stage

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A14.11 Before filing a formal complaint, you are encouraged to use local channels to raise concerns, such as speaking with your supervisor, student representatives, or administrative staff. The Student Services Team can guide you on whom to contact if you are unsure.

A14.12 If local channels do not resolve your concern, you may submit an informal complaint to a staff member closest to the issue, such as a supervisor or module leader. We encourage early resolution and expect most concerns to be addressed informally.

A14.13 Informal complaints should be raised as soon as possible, within three months of the incident. Complaints raised after this period will not be considered unless you provide a good reason supported by evidence that you were unable to complain earlier.

A14.14 We understand that exceptional circumstances may prevent you from contacting the relevant staff member. In such cases, please consult the Student Services Team for assistance.

A14.15 If the concern remains unresolved after the informal stage, you should submit a formal complaint to the Student Services Team.

### Formal Stage

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A14.16 To proceed with a formal complaint, you must email the Student Services Team detailing your complaint and the steps taken to resolve it informally, within three months of the incident. The Student Services Manager or their nominee will be your point of contact throughout the process.

A14.17 The Student Services Manager or their nominee will advise you on whether your complaint will be considered. You will receive acknowledgment of receipt within five working days.

A14.18 The Student Services Manager may refuse to consider your complaint if:

- It is submitted three months after the incident without a compelling reason supported by evidence.
- You have not exhausted the informal resolution routes.
- There is evidence of a frivolous or vexatious claim.

A14.19 If your formal complaint is considered, the Student Services Manager will gather evidence by reviewing documentation, correspondence, and relevant policies or conducting interviews to determine whether to uphold or reject the complaint.

A14.20 In exceptional cases, an alternative person may be appointed to investigate the complaint. This person will have sufficient seniority and impartiality to ensure a fair process.

A14.21 Complaints will not typically be accepted from third parties, such as relatives or solicitors.

A14.22 If your complaint is rejected, you will receive details of the review process.

A14.23 If your complaint is upheld, the Student Services Manager will determine an appropriate remedy. You will receive a formal written outcome letter detailing the remedy within 60 days of the acknowledgment letter. If the investigation takes longer, you will be updated on the progress and provided with a revised timeline.

A14.24 The Formal Stage concludes once you receive the written outcome letter, which will include information on your right to request a review of the decision.

### Review Process

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A14.25 You may request a review if you are dissatisfied with the Formal Stage outcome. Grounds for review include:

- Material procedural irregularity or clear breach of due process affecting the outcome.
- An unreasonable outcome given the facts of the case.
- New material evidence that you could not provide during the formal complaint process for valid reasons.

A14.26 Your complaint must be concluded at the formal stage before it can proceed to review. The review will not typically revisit the case afresh.

A14.27 To initiate the Review Process, you must do so within 10 working days of receiving the formal outcome letter by emailing the Registrar at [registry@collegalpractice.com](mailto:registry@collegalpractice.com). Include the grounds for review, an explanation of why you feel the grounds have been met, and supporting evidence.

A14.28 If you fail to submit your review request within 10 working days, it may be dismissed unless you provide a good reason supported by evidence that you were unable to submit on time.

A14.29 Upon receiving a valid review request, the Registrar will acknowledge receipt within five days and forward the documentation to the Chief Operations Director (or nominee) for consideration.

A14.30 The review process and notification of the outcome will typically be completed within 14 days of the review request submission.

A14.31 The review will determine whether the grounds for review are valid and what action is necessary. Possible actions include:

- Upholding the earlier decision and maintaining the remedy offered.
- Upholding the decision and varying the remedy.

- Overturning the decision and proposing a new decision or remedy.
- Overturning the decision and referring it back to the Student Services Manager for further investigation, with potential new decisions or remedies.

A14.32 When you are notified of the review outcome, the process concludes. You will receive a Completion of Procedures Letter, confirming that our internal complaints procedure is exhausted.

### External Review

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A14.33 We participate in the independent scheme for reviewing student complaints. If you are dissatisfied with the outcome, you may apply for a review by the Office of the Independent Adjudicator for Higher Education (OIA) after our internal process concludes. Further information about the OIA is available on their website: [OIA Website](#).

A14.34 To apply to the OIA, you will need a Completion of Procedures Letter to demonstrate that our internal processes have been exhausted. This letter is automatically provided at the end of the Review Process.

A14.35 For additional guidance on submitting a complaint to the OIA, please visit their website: [How to Complain](#).

### Reporting

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A14.36 The UK Quality Code for Higher Education states that all institutions should have fair and transparent procedures for handling complaints and appeals that are accessible to students. To achieve this objective, the Academic Committee and Board will receive an annual report regarding the operation of this policy, including recommendations for improvements.

## A15 Equality and Inclusion Policy

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A15.1 We believe that every student has the right to learn in an environment free from unlawful discrimination, harassment (including sexual harassment), bullying, and victimisation based on protected characteristics.

A15.2 We will not tolerate any behaviour that constitutes bullying, harassment, discrimination, or victimisation. Such behaviour will be addressed through the College's disciplinary procedures for students (A11) or staff.

### Our Commitments

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#### Fair Admissions

A15.3 We welcome applications from students who require additional support and will ensure our admissions process accommodates the needs of people with disabilities.

A15.4 We will make reasonable adjustments to our admissions process as necessary.

A15.5 The Academic Committee will monitor our admissions process to ensure that applicants with disabilities are treated fairly. This will be reflected in the Programme Evaluation Report (C12), which will detail admissions by protected characteristic.

A15.6 Our marketing materials and website will provide clear information for applicants with disabilities.

#### Learning, Teaching, and Assessment

A15.7 We will make reasonable adjustments to our learning, teaching, and assessment methods to remove significant barriers faced by students with disabilities.

A15.8 We will acknowledge the diversity of our student body and learners' educational needs, promoting equality and inclusivity in our programme content, resources, and pedagogical approaches, as well as through support and professional development for teaching staff.

#### Module and Programme Outcomes

A15.9 We will apply regulations consistently when determining module and programme outcomes to avoid discrimination.

#### Discrimination

A15.10 We recognise the following types of discrimination based on protected characteristics:

- **Direct Discrimination:** Treating someone less favourably than others due to a protected characteristic (e.g., rejecting an admissions application based on a student's age).
- **Indirect Discrimination:** Applying a seemingly fair provision or practice that puts someone at a disadvantage due to a protected characteristic.

- **Harassment:** Unwanted behaviour from another student or staff member that violates someone's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment.
- **Victimisation:** Treating someone unfairly for raising a concern under the Equality Act 2010.
- **Failure to Make Reasonable Adjustments:** Not taking reasonable steps to remove a substantial disadvantage caused by a disability.

A15.11 We will not tolerate discrimination against students, staff, or visitors to the College.

### Bullying

A15.12 Bullying can involve offensive, malicious, insulting, or unreasonable behaviour, often involving an abuse of power that undermines, humiliates, denigrates, or injures others.

### Student Rights and Responsibilities

A15.13 We expect all students to:

- Refrain from unlawful conduct towards fellow students or staff.
- Avoid assisting or encouraging others in unlawful conduct.
- Engage cooperatively within the College community.
- Use the complaint procedure in this policy if they believe they have experienced unlawful conduct.
- Report any unlawful conduct encountered, following the complaints procedure.
- Maintain confidentiality if involved in the complaint process.

A15.14 Any behaviour that constitutes or may constitute bullying, harassment, discrimination, or victimisation will not be tolerated. Allegations will be taken seriously and addressed appropriately through the relevant procedures.

### Raising a Concern

A15.15 If you experience or witness behaviour that may violate this policy, you should inform a member of staff. This may include your supervisor or the Student Services Manager.

A15.16 If the matter remains unresolved, consider using the Student Complaints procedure (A14). You can be assured that the College will take all allegations of unequal treatment seriously and will take appropriate action when necessary.

A15.17 Complaints related to this policy will be handled through the relevant complaints or grievances procedures, which may include formal disciplinary actions if policy adherence is not observed.

## A16 Student References Policy

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A16.1 Students, apprentices, or alumni may request that the College provides a reference for further study or employment. This policy outlines the guidelines for providing such references.

A16.2 Only permanent, employed members of the Academic Team or Student Services Team may provide references. Contracted or freelance supervisors are not permitted to provide references on behalf of the College.

A16.3 A reference may only be provided to a third party (e.g., a potential employer) if the express written consent of the student, apprentice, or alumni has been obtained in advance. A record of this consent must be stored in the student's record.

A16.4 All references must be fair and accurate, and must not include any irrelevant personal information.

A16.5 The Student Services Team can provide factual references, which will include:

- Dates of enrolment at the College.
- Modules studied.
- Results obtained.

A16.6 Character references can be provided by a member of the Academic Team who is familiar with the student. These references may include comments on attendance or engagement but will not assess the student's suitability for a specific role.

A16.7 References can be requested by emailing [studentsupport@collegalpractice.com](mailto:studentsupport@collegalpractice.com) or via ServiceNow. The College will respond to reference requests within three working days.

## Section B: Programme Regulations

### B1 Introduction

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B1.1 The Programme Regulations set out the rules surrounding the programmes and modules available at the College.

B1.2 The Academic Committee has delegated authority from the Board for overseeing and maintaining the Programme Regulations as a component part of the Academic Regulatory Framework.

B1.3 The College's processes for confirming module outcomes are overseen by the Module Panel, which operates under delegated responsibility from the Academic Committee.

B1.4 The College's processes for confirming programme outcomes are overseen by the Progression & Awards Panel, which operates under delegated authority from the Academic Committee.

B1.5 These Programme Regulations set out how a Module Panel will determine module outcomes, and how a Progression & Awards Panel will determine programme outcomes.

B1.6 The Academic Committee will monitor the operation of these Regulations through the Outcome of Examinations Report.

### B2 Our Programmes

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B2.1 The College offer modules and programmes identified against the Framework for Higher Education Qualifications (QAA, 2014):

B2.2 At Level 7:

- Postgraduate Certificate (PGCert);
- Postgraduate Diploma (PGDip);
- LLM;
- Standalone modules leading to the award of academic credit.

B2.3 At Level 6:

- Graduate Diploma in Law (GradDip);
- Graduate Certificate in Law (GradCert);
- Standalone modules leading to the award of academic credit.

B2.4 A **module** is a self-contained area of study with defined learning outcomes, syllabus, and assessment(s), which measure knowledge and skills. The credit value assigned to the module represents an estimate of the learning hours required to complete the module. Each credit represents a minimum of 10 notional learning hours.

B2.5 A **programme** is a defined grouping of modules which form an approved curriculum leading to an award.

## B3 Determining Module Outcomes

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B3.1 The Module Panel will ratify the module outcome and percentage mark for each student studying on a module, and will award academic credit as appropriate.

B3.2 Module outcomes cannot be confirmed by a Module Panel until the College's marking and moderation procedures (C9) and external examining (C10) have confirmed that marks are fair and consistent.

### Module outcomes

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B3.3 The final mark for a module shall be determined by adding the marks for the elements of assessment, weighted according to the assessment design.

B3.4 The minimum pass mark for a module is 50%. A 'Pass' will be recorded where the student has achieved the minimum pass mark. This includes where the student has not attempted or passed all elements of assessment, but has achieved an overall mark of 50%.

B3.5 A 'Fail' will be recorded where the student has not achieved the minimum pass mark for the module.

B3.6 Module outcomes will be classified as follows:

- 0 – 49.99%, Fail
- 50 – 59.99%, Pass
- 60 – 69.99%, Commendation
- 70% +, Distinction

B3.7 Where a student taking an individual module outside of an approved programme of study achieves a percentage mark which is 1% below the boundary for the next classification, the Module Panel shall award the higher classification. If a student uses this credit towards an approved programme of study, the classification calculations in B4 shall apply.

### Late submission

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B3.8 Assessment submitted after the published deadline will be subject to a penalty. This applies to the original deadline set on the module, and any revised deadlines agreed through Exceptional Circumstances.

B3.9 Assessment submitted up to seven calendar days after the deadline will be capped at 50%.

B3.10 Assessment submitted more than seven calendar days after the deadline will be refused and the assessment awarded a 0%.

### Re-sits

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B3.11 A student who has failed a module at the first attempt will be permitted one opportunity to re-sit the element(s) of assessment which achieved a grade less than 50% at the next standard assessment point after confirmation of first attempt outcomes.

B3.12 There is no provision for a student to request a re-sit of an element of assessment which achieved a grade of 50% or more.

B3.13 A student who has failed a module at the re-sit opportunity has irrevocably failed the module and will be offered no further opportunities to re-sit.

B3.14 The mark for the re-sit shall always supersede the mark for the first attempt, unless the student does not attempt the re-sit, in which case the original mark will stand.

B3.15 The percentage mark for a re-sit assessment will not be capped but the overall module mark will be capped at 50%.

B3.16 Where a student's assessment profile for a module includes both first and re-sit assessments, the Module Panel will disregard the marks from the re-sit if:

- The student was granted exceptional circumstances for the module, allowing them to defer an element of assessment; and
- After completing the deferred assessment, the student has achieved the minimum pass mark based on the marks from the first attempt.

B3.17 Where a student who fails a module withdraws prior to attempting the re-sit assessment, their outcome shall be confirmed as 'Fail (Withdrawn)'.

### Academic Misconduct Penalties

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B3.18 Where academic misconduct is proven at the conclusion of an academic misconduct investigation (A11), the Head of Curriculum will recommend an outcome and penalty to the Module Panel.

B3.19 To ensure that cases are resolved in a timely manner, the Chair of the Module Panel is authorised to take Chair's Action to approve sanctions imposed on student assessments. These will be reported to the Module Panel for information.

## B4 Determining Programme Outcomes

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B4.1 The Academic Committee has delegated the authority to confirm programme outcomes to the Progression & Awards Panel.

B4.2 Programme outcomes cannot be confirmed until the Module Panel has confirmed the module outcomes.

B4.3 The date of any award will be the date on which the programme outcome is confirmed by the Progression & Awards Panel.

### Fee withdrawal

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B4.4 Students who are withdrawn from their module or programme for non-payment of fees shall only be entitled to exit awards which have been paid for at the time of withdrawal.

### **Fitness to study**

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B4.5 In exceptional circumstances, the Head of Curriculum may recommend the termination of a student's registration at the conclusion of the Fitness to Study procedures (A8).

B4.6 The Progression & Awards Panel shall ratify the outcome, and confer any exit awards as appropriate.

### **Accreditation of Prior Learning**

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B4.7 The Progression & Awards Panel will note any credits accepted for Accreditation of Prior Certificated or Experiential Learning (APCL, APEL) which have been approved by the Head of Curriculum.

B4.8 The Progression & Awards Panel will apply the following principles:

- A student may not carry marks awarded by another institution;
- APCL and APEL may not be used to gain an award in its entirety;
- APCL and APEL may not be used in the calculation of classifications or awards;
- APCL and APEL may not apply to the Postgraduate Certificate in Legal Practice, the Graduate Diploma in Law, the Graduate Certificate in Law, or modules taken for standalone academic credit.
- APCL and APEL must be shown on the student's transcript including the level and credit points accepted.

### **Conferring awards**

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#### **Master of Laws (LLM) in Legal Practice**

B4.9 The Progression & Awards Panel will award an LLM in Legal Practice to students registered on an LLM pathway, who have passed 180 credits overall, with at least 150 credits at Level 7, and up to 30 credits at Level 6.

B4.10 The Progression & Awards Panel will classify an LLM in Legal Practice by adding the marks for the 120 highest-scoring credits, weighted to their credit value, then rounding the result to the nearest whole number.

B4.11 If the 120-credit limit means that a higher scoring module would be excluded, the credit limit can be exceeded to permit the higher scoring module to count towards the classification calculation if this results in a better outcome for the student.

B4.12 The Progression & Awards Panel will not include the marks for any modules where Accreditation of Prior Learning has been applied in the classification calculation.

B4.13 If the result of the classification calculation is 1% below the next classification, and at least 80 credits are in the higher classification, The Progression & Awards Panel will award the higher classification.

B4.14 Where a student has failed a module at the re-sit opportunity, the Progression & Awards Panel may, at its discretion, condone a fail up to 30 credits at Level 7 following review of the student's overall profile. The condoned module will count as a mark of 50% towards the classification calculation and the transcript will display a 'Fail (Condoned)' outcome for the module.

B4.15 The LLM in Legal Practice will be classified as follows:

- 50 – 59%, Pass
- 60 – 69%, Commendation
- 70% +, Distinction

B4.16 Once an award has been conferred, there is no provision for a student to take further study towards that award.

### **Postgraduate Diploma in Legal Practice**

B4.17 The Progression & Awards Panel will confer an exit award of a Postgraduate Diploma in Legal Practice to students on an LLM pathway who have passed 120 credits overall, with at least 90 credits at Level 7, and up to 30 credits at Level 6, where either:

- The student has withdrawn from their programme;
- The student has exhausted all re-sit opportunities available.

B4.18 The Progression & Awards Panel will classify a Postgraduate Diploma in Legal Practice by adding the marks for the 80 highest-scoring credits, weighted to their credit value, then rounding the result to the nearest whole number.

B4.19 If the 80-credit limit means that a higher scoring module would be excluded, then the credit limit can be exceeded to permit the higher scoring module to count towards the classification calculation if this results in a better outcome for the student.

B4.20 The Progression & Awards Panel will not include the marks for any modules where Accreditation of Prior Learning has been applied in the classification calculation.

B4.21 If the result of the classification calculation is 1% below the next classification, and at least 60 credits are in the higher classification, the Progression & Awards Panel will award the higher classification.

B4.22 Where a student has failed a module at the re-sit opportunity, the Progression & Awards Panel may condone a fail up to 30 credits at Level 7 following review of the student's overall profile. The condoned module will count as a mark of 50% towards the classification calculation.

B4.23 The Postgraduate Diploma in Legal Practice will be classified as follows:

- 50 – 59%, Pass

- 60 – 69%, Commendation
- 70% +, Distinction

B4.24 Once an award has been conferred, there is no provision for students to take further study towards that award.

### **Postgraduate Certificate in Legal Practice**

B4.25 The Progression & Awards Panel will confer an exit award of a Postgraduate Certificate in Legal Practice to students on an LLM pathway who have passed 60 credits overall, with at least 40 credits at Level 7, and up to 20 credits at Level 6, where either:

- The student has withdrawn from their programme;
- The student has exhausted all re-sit opportunities available.

B4.26 The Progression & Awards Panel will not allow modules where accreditation of prior learning have been accepted to apply towards the Postgraduate Certificate in Legal Practice.

B4.27 There is no provision to condone a fail grade to count towards a Postgraduate Certificate in Legal Practice.

B4.28 The Progression & Awards Panel will award the Postgraduate Certificate in Legal Practice with a 'Pass' classification.

B4.29 Once an award has been conferred, there is no provision for a student to take further study towards that award.

### **Graduate Diploma in Law**

B4.30 The Progression & Awards Panel will award a Graduate Diploma in Law to students who have achieved a pass in all Graduate Diploma in Law modules.

B4.31 The Progression & Awards Panel will classify a Graduate Diploma in Law by adding the marks for each module, weighted to their credit value, the rounding the result to the nearest whole number.

B4.32 There is no provision to condone a fail grade to count towards a Graduate Diploma in Law.

B4.33 If the result of the classification calculation is 1% below the next classification, and at least four modules are in the higher classification, the Progression and Progression & Awards Panel will award the higher classification.

B4.34 The Graduate Diploma in Law will be classified as follows:

- 50 – 59%, Pass
- 60 – 69%, Commendation
- 70% +, Distinction

B4.35 Once an award has been conferred, there is no provision for a student to take further study towards that award.

#### **Graduate Certificate in Law**

B4.36 The Progression & Awards Panel will confer an exit award of a Graduate Certificate in Law to students on a Graduate Diploma in Law and who have passed 40 credits overall, which must include Introduction to Law, where either:

- The student has withdrawn from their programme;
- The student has exhausted all re-sit opportunities available.

B4.37 The Progression & Awards Panel will not allow modules where accreditation of prior learning have been accepted to apply towards the Graduate Certificate in Law.

B4.38 There is no provision to condone a fail grade to count towards a Graduate Certificate in Law.

B4.39 The Progression & Awards Panel will award the Graduate Certificate in Law with a 'Pass' classification.

B4.40 Once an award has been conferred, there is no provision for a student to take further study towards that award.

### **B5 Aegrotat and Posthumous awards**

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B5.1 The Progression & Awards Panel can award an Aegrotat or posthumous award to a student.

B5.2 An aegrotat award may be conferred if it is established and evidenced, to the satisfaction of the Progression & Awards Panel, that a student's absence, failure to submit work, or poor performance in all or part of a programme was due to illness or other cause.

B5.3 An aegrotat award will typically be at the highest academic level at which the student achieved credit, but will not normally be awarded with a classification.

B5.4 A student may refuse an aegrotat award, in which case the Academic Committee will determine whether the student has provided sufficient evidence that they can be reassessed in the normal manner.

B5.5 A posthumous award will typically be at the highest academic level at which the student achieved credit, but will not normally be awarded with a classification.

### **B6 Resolving Disagreements**

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B6.1 In the unlikely event that the External Examiner disagrees with the results presented, and where the Module Panel or Progression & Awards Panel is unable to resolve the disagreement, it is for the Academic Committee to ensure that the matter is resolved.

B6.2 The Academic Committee shall convene an ad hoc meeting of the Assessment Panel Disputes Committee to consider the dispute. The Committee shall include:

- A representative of the Academic Committee (Chair);
- One senior academic member of staff with external examining experience;
- The Registrar (Clerk)

B6.3 The Registrar will notify students on behalf of the Academic Committee that the decision of the Module Panel or Progression & Awards Panel will be delayed, and will specify a date for confirming the outcome to students.

B6.4 The Assessment Panel Disputes Committee has full power to investigate and take decisions on disputes. The outcome of the investigation will be communicated to the relevant Module Panel or Progression & Awards Panel to action.

B6.5 Where the Assessment Panel Disputes Committee is unable to resolve the matter, it shall be referred to a full meeting of the Academic Committee for a decision.

## **B7 Revocation of an Award**

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B7.1 In rare and exceptional circumstances, the Chair of the Progression & Awards Panel may recommend to the Academic Committee the revocation of any award where there is evidence that:

- There was an administrative error in conferring the award;
- There is new information available which determines that the award should be revoked;
- The details of an award should be altered.

B7.2 The decision to revoke an award must be taken at a full meeting of the Programme Committee.

B7.3 The Registrar shall notify the affected student(s) on behalf of the Academic Committee. This notification will include information about the student's right to appeal through the Academic Appeals Policy and Procedure (A13).

## Section C: Academic Quality Policies & Procedures

### C1 Principles of Teaching and Learning

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C1.1 This section sets out the high-level principles in teaching and learning, which govern and inform the College's activities in those areas. It should be read alongside the Principles of Engagement with the Profession and the Community (C3).

C1.2 The principles apply to all Board and Academic Committee members, part-time, full-time, and casual employees of the College and any other stakeholders in the College's delivery of Higher Education and non-award Programmes.

C1.3 The College will prepare new legal professionals by equipping them with:

- Sound legal knowledge.
- Conceptual ability to solve legal problems.
- Practical legal skills.
- Ethical awareness.

C1.4 We will meet the needs of practicing lawyers, and law firms by delivering advanced learning Programmes that:

- Address new knowledge and concepts at the leading edge of professional practice.
- Support effective law practice management, and the delivery of legal services to the community.
- Providing quality, career enhancing learning experiences for all the participants in the Programmes.

C1.5 The College's objectives in learning and teaching fall into the categories below.

#### Legal Professional Practice

C1.6 The College will provide Programmes that:

- Explicitly state the core values of the legal profession
- Are relevant to the professional practice in different contexts.
- Reflect current law and legal practice.
- Promote best legal practice.
- Integrate work based and academic learning.
- Enable college graduates to participate actively and responsibly in a diverse and changing profession.

#### Legal Education Best Practice

C1.7 The College will provide Programmes that:

- Are student focused.
- Are informed by analysis of student learning outcomes and additional relevant data.
- Are informed by relevant research and scholarship.
- Use active learning strategies to engage students.
- Incorporate flexible learning technologies.
- Provide professional mentoring and support to students.
- Deliver practical and professionally relevant content.
- Are well organised, and structured.
- Use assessment practice that support and enhance student learning.
- Are benchmarked wherever relevant with appropriate institutions.
- Engaged in similar academic fields and activities.
- Are facilitated by appropriately experienced and qualified tutors with ongoing access to professional development.

### **Legal Professional Ethics**

C1.8 The College will provide Programmes that:

- Provide leadership and scholarships in professional ethics.
- Actively promote the principles of ethical behaviour in practice.
- Reflect current issues and research in professional legal ethics.
- Incorporate professional ethics directly or indirectly.
- Are delivered by staff who are professional role models.
- Encourage College graduates to be active and responsible legal professionals who contribute to the service of community and the administration of justice.

## C2 Learning and Teaching Strategy

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### Objectives for learning and teaching

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C2.1 We train current and future legal practitioners to serve clients in a business-focused manner.

C2.2 On the College of Legal Practice (COLP) programmes delivered within a digital environment, students will:

- learn within the context of authentic transactions, matter, and strategic scenarios, which will have been designed with the input of expert practitioners.
- perform realistic, client-focused tasks and practice-focused activities commonly performed by legal practitioners at their stage of professional development.
- produce practice led advice, solutions, strategies, plans, and documentary outputs.
- have their outputs reviewed and evaluated against defined performance evaluation criteria.
- receive individual feedback from supervisors with practise experience on their outputs and discuss performance development against defined performance evaluation criteria.
- study within our virtual learning community on programmes designed for online learning and delivery.

C2.3 To underpin the proposition for our teaching and learning, COLP will create:

- robust arrangements to drive forward improvement and innovation in our virtual learning community.
- effective data systems to monitor institutional progress and support student progression and achievement.
- high quality programmes to give students the opportunity to develop their full potential.
- effective assessment and feedback to facilitate learning
- a strong academic practice-informed academic team committed to outstanding teaching.
- high quality and personalised academic advice and support to assist students to study successfully.
- advice and guidance to support student development and access for students from different educational and social backgrounds.
- excellent learning and teaching arrangements that have a positive impact on learning.
- a high quality and innovative virtual environment to support learning and teaching with excellent practice-based learning resources to support students to achieve their potential.

## Key Themes and Presumptions

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C2.4 COLP recognises that:

- The acquisition of our teaching and learning objectives and an excellent reputation in learning and teaching is dependent on the academic success of our students which in turn requires their involvement in our wider learning community and that they take responsibility for their own learning by embracing the opportunities offered by COLP.
- A stimulating, supportive and personal learning environment in which to study the practice of law depends to a large extent on the experience and expertise of our academic team who design our programmes, deliver teaching and facilitate learning.
- The application of relevant and coherent pedagogic principles is essential to providing a balanced and effective learning, teaching, and assessment environment to support learning.
- The future or continuing employability of our graduates depends on COLP understanding the skills and attributes employers regard as relevant and having the capacity and ability to translate that understanding into effective opportunities for students to develop those skills and attributes.
- In order to secure the attainment of the aims of our teaching and learning strategy it will be necessary to periodically review the progress and success of the strategy and make adjustments to its implementation informed by objective feedback and evidence.
- COLP cannot deliver its strategic aims alone but must collaborate with teaching and learning areas of expertise elsewhere within the College of Law Group and other stakeholders.

## Implementation of the Strategy

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C2.5 COLP will:

- Develop strong relationships with law schools, law teachers, law student associations and other professional schools and organisations within the higher education sector with relevance for the College's work, such relationships being intended to further refine our Teaching and Learning strategy
- Draw on the experience and expertise of our parent organisation, the College of Law Group, in implementing teaching and learning strategies and plans
- Maintain its close links with external groups such as the Solicitors Regulation Authority and other practice-orientated groups to ensure the development and delivery of its Teaching and Learning Strategy is informed by the work of these groups and, in turn, the work of the COLP Academic Committee.
- Take into account other COLP strategies in place for the time being in the development, refinement and implementation of its own Teaching and Learning Strategy; and

- Use the tenets listed below as a reference point for the development and delivery of its Teaching and Learning Strategy.
- Keep under review the key themes and presumptions set out above, the tenets below and the type, nature, and quality of the data it requires in order to inform its teaching and learning policy decisions.
- Implementation of the Teaching and Learning Strategy will be the responsibility of the Senior Executive team and this strategy will be reviewed annually with a presentation to the Academic Committee by the Head of Curriculum Design and Development.

### The Tenets

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C2.6 COLP will:

- Endeavour to ensure relevant data is collected, collated, and used to inform teaching and learning policy decisions and the review of the success of the strategy.
- Keep our existing programmes under constant review to make sure that they continue to offer a learning experience consistent with the aims of this strategy.
- Create and keep under review a rolling strategic plan to develop new innovative programmes, with a particular focus on developments in modern legal practice and practice management
- Always assess the impact of the introduction of a new programme on the quality of existing programmes.
- Endeavour to make sure that programme, module and curriculum development and design takes account of diversity and inclusion issues as appropriate and especially in relation to race, age, cultural and religious diversity, disability, gender, and sexual orientation.
- Establish a coherent pedagogy for each programme and engage with the broader subject and professional community to establish recognition, and where possible, pedagogic leadership in the field.
- Develop and keep under review our models of integration and engagement between academic content and professional practice using appropriate pedagogies such as experiential learning and the reflective practitioner approach.
- Take an active role in ensuring that our students are engaged in their learning and develop strength in our approach to learning by providing clearly defined personal tutoring support to establish a supportive and personal learning environment.
- Ensure that our strategies for supporting our students are reviewed and enhanced regularly, taking into account the changing expectations of students and new regulatory and legislative frameworks.
- Ensure continuous improvement in our teaching by being responsive to feedback from students and our other stakeholders, and by closing the

feedback loop by highlighting how issues they have raised have been addressed.

- Update course content regularly so that it reflects current scholarship in the context of relevant, leading, professional practice and ensure that the legal profession is actively involved in the creation and maintenance of curricula.
- Encourage and empower our students to be actively involved in the development of their courses where appropriate, the pedagogy used, and the initiatives taken to improve their academic experience.
- Work at an institutional level, to provide a comprehensive academic professional development programme for the academic team, which focusses on teaching, learning and assessment, personal tutorial support, and the wider student academic experience.
- Expect our academic team to take personal responsibility for keeping up to date with developments in their fields of expertise and teaching and to participate in institutional initiatives to consolidate individual development for teaching and learning.
- Promote the awareness of our academic team of their individual teaching philosophy and how it influences the success of our teaching and learning strategy.
- Support the continuous improvement in our learning management support services by providing timely and contextual feedback.

## References

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C2.7 This version of the Teaching and Learning Strategy draws upon the following:

- Principles in Teaching and Learning (C1)
- Principles of Engagement with the Legal Profession and the Community (C3)

## C3 Principles of Engagement with the Profession and Community

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C3.1 The purpose of this section is to describe the high-level Principles of Engagement with the Profession & the Community, which govern and inform the College's activities in those areas. It should be read alongside the Principles of Teaching and Learning (C1).

C3.2 The principles apply to all Board and Academic Committee members, part-time, full-time, and casual employees of the College and any other stakeholders in the College's delivery of Higher Education and non-award Programmes.

C3.3 The College actively contributes to the intellectual life of the legal profession and the community by engaging in a range of activities beyond core teaching and scholarship activities.

C3.4 Our objects in engagement with the profession and community fall into three categories.

### Legal Professional Practice

C3.5 The College will make contributions that:

- develop strong relationships with and between professional legal associations, groups, boards, committees and working parties.
- promote discussion and debate in the profession and the community about the legal profession and its role and respond actively to government discussion papers and public media on these matters as they arise.
- support government initiatives in legal institutional strengthening in activities among legal professions in our region.

### Legal Education Best Practice

C3.6 The College will make contributions that:

- Develop strong relationships with law schools, law teachers, law student associations and other professional schools and organisations within the higher education sector with relevance for the College's work.
- Promote discussion and debate in the higher education system and the community about developing best practice in legal education and respond actively to government discussion papers and public media on these matters as they arise.
- Ensure that the legal profession is actively involved in the creation and maintenance of curricula.

### Legal Professional Ethics

C3.7 The College will make contributions that:

- Promote corporate social responsibility in the profession and the community.

## C4 Programme Development and Approval Procedure

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C4.1 The College aims to offer a range of postgraduate courses in line with its strategic plan. This procedure is drafted in accordance with the QAA Quality Code, particularly regarding Course Design and Development, to ensure high standards and quality across all programmes.

C4.2 Programme proposals for new courses are considered in relation to both academic and planning/resource criteria. This process ensures thorough consideration of all factors that influence the decision to offer a programme.

C4.3 The programme approval process aims to confirm that:

- The programme aligns with the College's strategy.
- The College can allocate sufficient resources for the programme, including staffing, learning resources, and other essential materials.
- The programme's content is current, and learning outcomes can be effectively assessed to maintain a robust standard of study.
- There is sufficient market demand to support student recruitment.
- Potential risks have been assessed and mitigated as appropriate.
- External considerations including PSRB requirements relevant to the programme have been incorporated.

C4.4 New programmes must be validated before students can enrol. Existing programmes are expected to undergo periodic review every five years (C5).

C4.5 The programme development and approval process is intended to be a collaborative and supportive exercise.

C4.6 To initiate approval of a new programme, the Head of Curriculum must complete the form titled "Proposal to the Curriculum Development and Delivery Group for a New or Substantial Change to an Existing Programme." This form includes the rationale for the programme's development (including its strategic alignment with the College) and details regarding marketing, finance, staffing, and learning resources. It also includes an assessment of risks and potential mitigation strategies.

C4.7 The Curriculum Development and Delivery Group will review the proposal, considering its fit with the College's strategic aims and current programme offerings, as well as the resources required for effective delivery and the student recruitment potential. The Group may approve the proposal to proceed to academic development, reject it, or request further information.

C4.8 Programme teams may not proceed to an approval event without the Curriculum Development and Delivery Group's approval of the proposal.

C4.9 This stage of the process is ideally completed about 12 months before the intended start of the programme. Expedited timelines may be considered if approved by the Chair of the Academic Committee (or representative).

- C4.10 Following approval by the Curriculum Development and Delivery Group, the programme may be marketed as 'Subject to Validation.'
- C4.11 Once approval to develop a programme is granted, the programme team must complete the Submission Document for Validation, which forms the detailed academic basis for programme development. Programme and Module Specifications must also be submitted as they provide the academic foundation of the programme and key information for students.
- C4.12 The Submission Document should cover the programme rationale, structure, teaching and assessment approaches, admissions, and resources. Programme teams should complete the document thoroughly and submit it to the Clerk of the Approval Event at least 10 working days before the event. The panel's lines of questioning should be provided to the programme team in advance.
- C4.13 The Approval Panel will include a Chairperson, one internal panel member, a student or alumni representative, a clerk, and two external panel members to ensure independent scrutiny. A standard agenda template is provided.
- C4.14 The Chairperson is responsible for ensuring the event runs on schedule and that all relevant factors are addressed. The Clerk documents the discussions and provides a brief report at the end of the event, detailing outcomes and any commendations, recommendations, or conditions. The report is shared with the Programme Leader once the Chairperson approves it.
- C4.15 If the panel sets conditions for the programme, the programme team will have six weeks to respond. The Chairperson will review and sign off once all conditions have been satisfactorily met.
- C4.16 After the Approval Event, and once any conditions are met, the Chairperson will complete and sign the Programme Development Sign-off sheet, which formally recommends to the Academic Committee that the programme has successfully completed the academic development stage. At this stage, the 'Subject to Validation' mark may be removed from all marketing materials.
- C4.17 The Quality and Standards Committee shall review the Programme Development Sign-off sheet, and recommend the programme for approval by the Academic Committee.
- C4.18 The Academic Committee shall give formal approval to deliver the programme at its next available meeting, or by Chair's Action where an expedited response is required.

## C5 Periodic Review Procedure

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C5.1 Following initial approval, all College programmes will be required to undergo periodic review every five years, or earlier as directed by the Approval Panel.

C5.2 In some cases, programme teams may request an earlier periodic review, which may be approved by the Curriculum Development and Delivery Group.

C5.3 Programme teams may also request an extension to a programme's validation period, for example, due to professional body requirements or other legitimate reasons. In such cases, the team must provide a written rationale to the Curriculum Development and Delivery Group, which may grant an extension of up to 12 months.

C5.4 Proposals for changes to programmes at periodic review are considered in relation to both academic and planning/resource criteria. This process ensures thorough consideration of all factors that influence the decision to offer or continue offering a programme.

C5.5 The periodic review process aims to confirm that:

- The programme aligns with the College's strategy.
- Student feedback, annual monitoring, and external feedback has been effectively considered to drive improvements.
- The College can allocate sufficient resources for the programme, including staffing, learning resources, and other essential materials.
- The programme's content is current, and learning outcomes can be effectively assessed to maintain a robust standard of study.
- There is sufficient market demand to support student recruitment.
- Potential risks have been assessed and mitigated as appropriate.
- External considerations including PSRB requirements relevant to the programme have been incorporated.

C5.6 The periodic review process is intended to be a collaborative and supportive exercise.

C5.7 At the start of the process, the Head of Curriculum must complete the form titled "Proposal to the Curriculum Development and Delivery Group for a New or Substantial Change to an Existing Programme." This form includes the rationale for the proposed changes to the programme (including its strategic alignment with the College) and details regarding marketing, finance, staffing, and learning resources. It also includes an assessment of risks and potential mitigation strategies.

C5.8 The Curriculum Development and Delivery Group will review the proposal, considering its fit with the College's strategic aims and current programme offerings, as well as the resources required for effective delivery and the student recruitment potential. The Group may approve the proposal to proceed to academic development, reject it, or request further information.

- C5.9 Programme teams may not proceed to a periodic review event without the Curriculum Development and Delivery Group's preliminary approval of the proposal.
- C5.10 This stage of the process is ideally completed about 12 months before the intended start of the revised programme. Expedited timelines may be considered if approved by the Chair of the Academic Committee (or representative).
- C5.11 Following approval by the Curriculum Development and Delivery Group, the revised programme may be marketed as 'Subject to Validation.'
- C5.12 Once preliminary approval is granted, the programme team must complete the Periodic Review Pack, which forms the detailed academic basis for periodic review. Revised Programme and Module Specifications must also be submitted as they provide the academic foundation of the programme and key information for students.
- C5.13 The Periodic Review Pack should cover the rationale for proposed changes, structure, teaching and assessment approaches, admissions, and resources. It must also include a critical evaluation of the delivery of the programme over the review period, taking into account student and external feedback, and the outcome of annual monitoring.
- C5.14 Programme teams should complete the document thoroughly and submit it to the Clerk of the Periodic Review Event at least 10 working days before the event. The panel's lines of questioning should be provided to the programme team in advance.
- C5.15 The Periodic Review Panel will include a Chairperson, one internal panel member, a student or alumni representative, a clerk, and two external panel members to ensure independent scrutiny. A standard agenda template is provided.
- C5.16 The Chairperson is responsible for ensuring the event runs on schedule and that all relevant factors are addressed. The Clerk documents the discussions and provides a brief report at the end of the event, detailing outcomes and any commendations, recommendations, or conditions. The report is shared with the Programme Leader once the Chairperson approves it.
- C5.17 If the panel sets conditions for the programme, the programme team will have six weeks to respond. The Chairperson will review and sign off once all conditions have been satisfactorily met.
- C5.18 After the Periodic Review Event, and once any conditions are met, the Chairperson will complete and sign the Programme Development Sign-off sheet, which formally recommends to the Quality and Standards Committee that the programme has successfully completed the academic development stage. At this stage, the 'Subject to Validation' mark may be removed from all marketing materials.
- C5.19 The Quality and Standards Committee shall review the Programme Development Sign-off sheet, and recommend the programme for approval by the Academic Committee.

C5.20 The Academic Committee shall give formal approval to deliver the revised programme at its next available meeting, or by Chair's Action where an expedited response is required.

## C6 Suspension or Withdrawal of Programmes Procedure

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- C6.1 Where a programme team wishes to suspend recruitment to a programme or withdraw a programme in its entirety, it is required to provide a rationale to the Curriculum Development and Delivery Group.
- C6.2 In either case, programme teams will be required to ensure that any students currently enrolled on the programme are able to successfully complete the programme or transfer to an alternative provider.
- C6.3 The Academic Committee will provide formal approval that the programme can be suspended/withdrawn.
- C6.4 The Head of Curriculum and the Registrar shall communicate with affected students to notify them of the decision and outline their options. 'Affected students' is understood to include students with active enrolments, and students at any point in the application process.

## C7 Programme and Module Modifications Policy

C7.1 The College's Programme and Module Specifications (Specifications) are the definitive record of the academic provision approved for delivery.

C7.2 Periodic review (C5) provides a formal opportunity to make changes to Specifications. However, due to the time between review cycles, amendments may be necessary to address recommendations from External Examiners, Professional Statutory or Regulatory Bodies (PSRBs), or feedback from students.

C7.3 The College permits the following changes to Programme and Module Specifications under this policy:

Minor Modifications	Major Modifications
<ul style="list-style-type: none"> <li>Changes to module classification (core/transactional);</li> <li>Introduction of a new module to a programme;</li> <li>Changes to module or programme content due to PSRB requirements;</li> <li>Changes to module titles;</li> <li>Changes to learning outcomes;</li> <li>Changes to assessment patterns / strategy;</li> <li>Changes to module content (outside of 'routine updates').</li> </ul>	<ul style="list-style-type: none"> <li>Changes to programme name;</li> <li>Changes to award title, e.g., LLM to MSc;</li> <li>Change to / introduction of a mode of study (full-time, part-time, flexible);</li> <li>Changes to learning and teaching strategies where this would affect the consistency across modules;</li> <li>Multiple minor modifications resulting in a larger change to the module / programme.</li> </ul>

C7.4 Modifications approved under this policy will typically take effect from the next scheduled delivery of the module or programme.

C7.5 Modifications to modules mid-delivery may only be agreed if there is a defined risk to the student experience and/or academic quality and standards.

C7.6 Modifications are not normally permitted for programmes or modules scheduled for periodic review in the current or following calendar year.

C7.7 For proposals involving fundamental changes to the programme or multiple major modifications, the Academic Committee and Curriculum Design and Delivery Group (CDDG) may adjust the periodic review schedule for the programme.

C7.8 Routine updates of unit or sub-unit content, or changes not requiring an amendment to the Specification, can be actioned without triggering this policy.

### Modification Procedure

C7.9 When a modification is identified, a member of the Academic Team (the Proposer) will prepare a proposal for consideration by the Head of Curriculum. The proposal must include:

- A description of the changes sought.
- A clear rationale for the changes.
- A proposed timeline for implementation, developed in consultation with Teaching, Learning, and Development (TLD) and the Registrar.
- Revised Programme and Module Specifications.

C7.10 The Head of Curriculum will review the proposal and may arrive at one of the following outcomes:

- Approve the proposal as a minor modification.
- Require amendments to the proposal before reviewing it again.
- Recommend the proposal for approval by the Academic Committee as a major modification.
- Reject the proposal.
- Recommend an adjustment to the periodic review schedule to the Academic Committee and CDDG for consideration as part of a periodic review event.

C7.11 If the proposal is recommended for approval by the Academic Committee, the Head of Curriculum will ensure that the proposal documents and a record of their consideration are submitted for review.

C7.12 Following the approval of a minor or major modification, the Head of Curriculum will notify the Registrar and provide copies of any revised Specifications.

C7.13 Within five working days of notification of an approved modification, the Registrar will issue communications via email and Canvas announcement to all affected students and staff. 'Affected students' includes those with active/confirmed enrolments and those who have applied but not yet accepted a place.

C7.14 The communication from the Registrar will include, at a minimum:

- An overview of the changes.
- A link to the revised Specifications on the website.
- A reminder of the student's rights under the Terms and Conditions to cancel/withdraw if negatively impacted by the changes, where applicable.
- A deadline by which students must notify the College if they wish to cancel/withdraw on this basis, where applicable.

### Monitoring the Impact of Modifications

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C7.15 The College will monitor the impact of modifications on academic delivery, student experience, and student achievement through the annual Programme Evaluation Report.

## C8 Programme and Module Scheduling

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### Religious Observances

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C8.1 The College welcomes students from all religious backgrounds, as well as those with no religious belief, and aims to provide a learning environment where students feel free to fully express their religious beliefs.

C8.2 Where reasonably possible, in line with operational and resource needs, the College will adhere to the following principles when scheduling programmes and modules:

- Welcome weeks, course start dates, and orientation events will not coincide with major religious holidays or festivals.
- Examinations will not be scheduled on major religious holidays or festivals.
- Assessment deadlines will not fall on major religious holidays or festivals.

C8.3 The College does not operate on English bank holidays. Consequently, many Christian festivals are accommodated by default in our scheduling processes, as these typically coincide with bank holidays.

C8.4 The College's programme and module schedules are established well in advance to facilitate resource planning. As a result, for religious festivals with non-static dates (e.g., Eid), it may not be possible to fully anticipate these in the schedule. In such cases, the College may offer students an extension or assessment deferral through the Exceptional Circumstances Policy (A6) if a student would be disadvantaged in the assessment process.

### Major Religious Festivals

C8.5 The College defines a 'major religious holiday or festival' as an event during which there are likely to be restrictions or requirements on a student's activities due to their religious beliefs.

C8.6 To determine which festivals may impact study, the College refers to a religious festivals calendar produced by The Open University (The Open University, 2018).

C8.7 The religious festivals calendar does not encompass all religions but highlights instances where significant groups of students may face restrictions or requirements.

C8.8 The Registry Team is responsible for setting the overall start and end dates for College programmes and modules and will ensure that religious festivals are avoided wherever possible.

C8.9 The Academic Team is responsible for establishing assessment deadlines and on-programme activities, ensuring that these, too, avoid major religious festivals whenever possible.

## C9 Assessment, Marking, and Moderation Procedures

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### Assessment design and approval

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C9.1 The preparation of each element of assessment is the responsibility of the Module Leader.

C9.2 The Module Leader will prepare the assessment with reference to the Level 6 or Level 7 Grading Criteria, which are approved for this purpose by the College.

C9.3 Prior to the release of an assessment to students, the Module Leader will ensure that all assessment tasks are reviewed internally and by the External Examiner to consider:

- Whether the learning outcomes are sufficiently addressed and assessed by the task;
- Whether the total assessment load is satisfactory;
- Whether there are any factual or typographical errors within the assessment.

C9.4 The External Examiner must approve the assessment prior to release to students.

C9.5 Students are expected to submit all work for assessment at the first scheduled opportunity after registering for a given module, except where approved Exceptional Circumstances (A6) apply, or where a Leave of Absence (A7) has been approved.

C9.6 Students must submit all work in English, and all work submitted in any form will remain the property of the College.

C9.7 Where an element of assessment is by examination, students must adhere to the rules for examinations. Infractions shall be investigated through the Student Disciplinary Procedure (A11). Examination scripts will not be returned to students.

C9.8 Wherever possible, submitted work will be marked anonymously. If anonymous marking is not feasible, such as in oral presentations, the Module Leader will inform students accordingly.

C9.9 The assessor(s) will evaluate the work based on the Grading Criteria and Marking Scheme relevant to the specific assessment element.

C9.10 If an assessor suspects a student has engaged in academic misconduct, they will notify the Module Leader, who will initiate the academic misconduct procedure (A11). The marks for the affected student(s) will not be released until this process concludes.

C9.11 After the initial marking is completed, the Module Leader will arrange for internal moderation of the assessment marks.

### Moderation

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C9.12 The moderator will typically be someone with no prior involvement in marking the module.

C9.13 The aims of internal moderation are to:

- Ensure that marking is fair and consistent.

- Verify adherence to the Grading Criteria and Marking Scheme for the assessment element.
- Confirm that academic standards are being set and maintained.
- Ensure consistency when multiple assessors are involved in assessment.
- Ensure that students are provided with sufficient feedback on their performance.
- Reflect on and refine assessment and feedback practices.

C9.14 Moderation is not intended to second-mark assessments; therefore, individual student marks will not be amended through the internal moderation process. If moderation identifies a need for marks adjustment in the sample, this adjustment will apply to the entire cohort.

#### Sample Selection for Internal Moderation

C9.15 The sample of work selected for internal moderation will be appropriate to the cohort size and must include, at a minimum:

- 10% of assessments, or 10 pieces of assessed work, whichever is lower.
- Assessments covering the full range of marks for the module.

#### Outcomes of the Moderation Process

C9.16 The outcomes of the moderation process may include:

- Confirmation that marking is fair and consistent, requiring no changes to marks or feedback.
- Determination that marking is consistent but either too harsh or too generous, necessitating adjustments to all relevant marks after consultation with the assessors.
- Identification that the quality or consistency of feedback needs enhancement.
- Discovery of significant inconsistencies in marking that require a re-mark of all work by the original assessor or an alternative assessor. If an alternative assessor is appointed, the marks will be re-moderated.

C9.17 Once moderation is complete, the Module Leader will release the provisional marks to students via Canvas. Students will be informed that provisional marks are subject to change until ratified by the Module Panel.

C9.18 Students will typically receive their provisional marks within six calendar weeks following the week the assessment takes place. If marks are delayed beyond this period, the Module Leader will notify the affected students.

C9.19 After the moderation process is concluded, the Module Leader will initiate the review of assessment marks by the External Examiner (C10).

## C10 External Examining Procedures

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C10.1 We consider our external examining arrangements to be essential to our quality assurance and enhancement processes. We are committed to:

- Having at least one independent and appropriately qualified external voice on the examining team for each award.
- Ensuring our External Examiners help uphold and enhance the academic integrity, fairness, and public recognition of our awards.
- Creating a coherent framework that allows external examiners to comment freely and in detail on all significant issues related to setting and maintaining academic standards and assessment processes.

**Selection and Appointment of External Examiners**

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C10.2 The Head of Curriculum is responsible for identifying suitable External Examiners for appointment by the Academic Committee. Requests to approve an appointment must be accompanied by a Nomination Form and a CV.

C10.3 The Academic Committee will review the suitability of External Examiners against the following criteria:

- Knowledge of UK higher education standards for maintaining academic quality.
- Competence and experience in the relevant fields of study.
- Relevant academic and/or professional qualifications equivalent to the level of the qualification being examined, or extensive practitioner experience where appropriate.
- Experience in designing and operating various assessment tasks suitable for the subject area.
- Sufficient credibility and experience within the discipline to command respect from academic and professional peers.
- Familiarity with the expected standards for students to achieve the award being assessed.
- Fluency in English.
- Meeting relevant criteria set by professional, statutory, or regulatory bodies.
- Awareness of current developments in curriculum design and delivery.
- Experience in enhancing the student learning experience.

C10.4 We will not approve appointments where the following apply:

- Individuals should not be over-extended by their external examining duties (typically, those holding two or more similar appointments at first-degree level will not be appointed).

- They must not be a member of a governing body or committee of the appointing institution or its partners, nor a current employee of the appointing institution or its partners.
- Appointments should not create a reciprocal external examining arrangement between programme teams or departments.
- Candidates should not be in a position to significantly influence the future of students on the programme.
- Individuals must not have any close professional links with the programme or department in the last five years or close personal connections with staff or students.
- They should not have served as an external examiner for the same programme within the previous five years.
- The outgoing external examiner should not be succeeded by a colleague from the same department or institution.
- No other external examiner from the same department of the same institution should be appointed for the programme.
- They must not have recently engaged in substantial collaborative research or other academic activities with a staff member involved in the programme's delivery, management, or assessment.

C10.5 Application forms require candidates to declare any links with the College, and we will maintain a register of the external examining commitments of our staff.

C10.6 Once confirmed, external examiners are appointed for four years.

C10.7 External examiners are expected to attend induction events organised by the College at the start of their term (reimbursement for time and expenses will be provided). Induction briefings will occur just prior to appointment, and an annual training session will be held to share insights and update examiners on institutional developments and regulation changes.

C10.8 On starting their duties, external examiners will receive relevant programme documentation, including:

- The Academic Regulatory Framework (this document).
- Programme and Module Specifications.
- The Student Handbook.
- The Grading Criteria for all modules and assessments.

### **Termination of contract**

C10.9 The College may consider terminating an external examiner's contract prematurely if:

- They fail to complete their annual report on time.
- They do not attend the required number of Module Panels or Progression & Awards Panels without good reason.

- There is clear evidence that constructive criticism has turned into persistent hostility towards the programme.
- The appointment is found to breach the criteria set in clause C10.4.

C10.10 The decision to terminate a contract will be made by the Academic Committee, with the Head of Curriculum raising the matter with the CEO of the College and the Chair of the Academic Committee.

### Role & Responsibilities

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C10.11 The principal role of every external examiner at the College is to uphold the academic integrity of the College's approved awards by evaluating the assessment processes through which they are granted, ensuring fair treatment of students, and systematically reporting findings to us.

C10.12 External examiners engage with assessments at various stages to offer informed judgements on both general and specific features across the assessment cycle.

C10.13 While external examiners have flexibility in approach, they must make core judgements to assist the Academic Team in:

- Verifying that the academic standards set for each award are appropriate for its level.
- Confirming that student achievement is measured against comparable standards at other institutions offering similar awards.
- Ensuring congruence between the stated learning outcomes of each programme and its assessment methods.
- Ensuring that all aspects of the assessment process are conducted fairly, consistently, and accurately according to the Academic Regulatory Framework.

C10.14 To obtain evidence for their judgements, external examiners will, as appropriate:

- Review a representative sample of students' work from each module for which they are responsible.
- Observe students undertaking assessed practical work with practitioner supervisors and module tutors.
- Review the appropriateness and range of marks in module assessments.
- Compare final marks across all modules contributing to the programme award.
- Check for consistency of marking.
- Comment on major module assignment titles such as dissertations and extended essays.
- Review draft assessment tasks.
- Examine the relationship between learning outcomes and assessment methods.

## External Examining Procedures

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C10.15 External examiners may attend all Module Panels and are expected to attend at least one per year. They will meet with students only when required by the Academic Regulatory Framework or the specific terms of their contracts.

### Assessment Scrutiny

C10.16 External examiners will receive details of all assessment tasks in advance for consideration and comment. They will confirm their approval of the assessment tasks via the Assessment Scrutiny Form.

C10.17 They will also receive titles of all practical assignments, such as dissertations and extended essays, for consideration and comment.

### Reviewing Internally-Marked Work

C10.18 External examiners will review internally marked and moderated work for which they are responsible, typically sampling material from all categories of classification chosen by the Academic Team.

C10.19 All work in the highest available classification and the failure category will normally be reviewed by the external examiner. Where dissertations or practical work are considered for 'Distinction' or are borderline fails, those submissions must be reviewed by the external examiner.

C10.20 External examiners will receive lists of all marks contributing to a module mark and all module marks.

C10.21 They will address:

- Congruence between module outcomes and assessments.
- The level and range of marks in module components.
- Congruence between programme outcomes and assessments.
- The overall level and range of marks across all modules.

C10.22 All assessments and equivalent materials will be available to external examiners upon request.

C10.23 The external examiner will complete the Moderation Form to confirm their endorsement of the results presented.

### The Module Panel

C10.24 External examiners may advise the Module Panel if adjustments to sets of marks are necessary (either across all classification categories or in a specific classification band), but individual marks will not normally be changed.

C10.25 The final responsibility for approving module marks rests with the Module Panel.

C10.26 The external examiner will endorse the marks presented to the Module Panel, which will be recorded in the minutes. If an external examiner feels unable to endorse the marks, the regulations in B6 shall apply.

### **Annual Reporting**

C10.27 Within four weeks of the final meeting of the Module Panel or Progression & Awards Panel, each external examiner must submit an annual report in the approved format concerning all modules examined.

C10.28 External examiners' reports will be reviewed at programme, Quality and Standards Committee, Academic Committee, and CoLP levels, forming a vital part of the annual monitoring process through the Programme Evaluation Report.

C10.29 Module Leaders will respond to the report within two months, and a copy of the report and response will be made available to students on the Student Hub.

### **Award External Examining**

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C10.30 Award External Examiners offer expert commentary on the effectiveness of our assessment procedures, the fairness of decisions made at Progression and Awards Panels, and how our standards align with national expectations. They are approved by the Academic Committee and may be drawn from academia or professional services within higher education.

### **Key Responsibilities**

C10.31 The Award External Examiner will:

- Attend Progression and Awards Panel meetings to confirm the appropriateness of decisions taken by the Panel.
- Contribute to discussions on student outcomes and award classifications.
- Confirm that decisions on student progression and awards are fair, robust, and compliant with College regulations and any relevant professional, statutory, and regulatory body (PSRB) requirements.
- Submit a written report annually, offering constructive and developmental feedback.
- Provide independent commentary to academic and professional teams, helping to identify good practice and areas for improvement.
- Contribute to discussions where changes to the College's Academic Regulatory Framework are proposed which may impact on the operation of the Progression and Awards Panels.

### **Appointment Criteria**

C10.32 Award External Examiners should meet the following appointment criteria:

- A strong understanding of UK sector-agreed reference points for academic standards, quality assurance, and external examining.

- Relevant academic or professional experience, including familiarity with assessment policies and regulations.
- Awareness of current developments in higher education, ideally within the legal education sector.
- Sufficient professional standing, credibility, and breadth of experience to command the respect of peers.
- Excellent written and verbal communication skills in English.
- Willingness and availability to participate in the College's assessment cycle and attend relevant meetings.
- Active engagement in scholarly, educational, or professional activities related to legal education or quality assurance.
- No more than one other concurrent external examiner appointment.

### **Conflicts of Interest**

C10.33 To ensure independence and objectivity, Award External Examiners must not:

- Have any current or recent (within the last five years) contractual, professional, or personal connection with the College.
- Have close professional or personal relationships with staff or students on the programme.
- Be involved in the delivery, assessment, or management of the programme.
- Assess colleagues or be in a position to significantly influence the future of students on the programme.
- Be former staff or alumni of the College (unless five years have passed since their departure or graduation).
- Be part of any reciprocal examining arrangements with the College.
- Be part of a team with multiple external examiners from the same institution or department.
- Have served as a panel member or adviser on the validation or periodic review of the College's programmes within the last 5 years.

### **Duration of Appointment**

C10.34 The standard term is four years, with a potential extension of one year in exceptional cases, where continuity is needed and approved by the Academic Committee.

## C11 Student Feedback Procedures

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C11.1 The College has established robust mechanisms to collect and respond to student feedback.

### Student Representatives

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C11.2 The Student Services Team will seek to appoint at least two Student Representatives for each programme, recruited at the start of the programme.

C11.3 The Student Services Team will promote Student Representative positions through Canvas, and will invite expressions of interest from students.

C11.4 If more than two students apply for the position, a vote will be held across members of the cohort to decide who should be appointed.

C11.5 If only one student volunteers they shall be appointed to represent the programme until another student steps forward.

C11.6 If no representatives are chosen, informal feedback will still be noted and shared with the Programme Leader and Staff-Student Liaison Committee.

C11.7 The role of a Student Representative is to:

- Represent the students and gather feedback on the College's educational provision and wider experience.
- Act as the main liaison between students, the programme management team, and the College.
- Participate in College discussions and attend the Staff-Student Liaison Committee.
- Keep students informed of outcomes and updates, closing the feedback loop.
- Support the College's wider work, including programme approval, recruitment, and disciplinary panels.
- Where possible, coordinate Staff-Student social events to enhance the College community.
- Stay informed about issues affecting students, the College, and the wider higher education sector.

C11.8 We will provide an induction and training materials to all newly-appointed Student Representatives.

C11.9 Ongoing support for Student Representatives shall be provided by the Student Services Team.

C11.10 Student Representatives are expected to attend meetings of the Staff-Student Liaison Committee, which meets quarterly.

## Student Feedback Mechanisms

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C11.11 We will seek comprehensive feedback on all aspects of our programmes, and encourage student participation in the evaluation process.

C11.12 We will formally seek student feedback at the end of each module, via a Module Survey. This will cover:

- The overall learning experience.
- Usefulness and availability of resources.
- Timeliness and quality of feedback.
- The online learning portal.
- Teaching quality.
- Module organisation.

C11.13 This feedback will be reviewed by the Module Leader and will feed into the Module Review process.

C11.14 You may be approached by the College or market research either during or after your studies. Your responses are confidential and will be used to develop the programme.

C11.15 You may also be approached to participate in the Postgraduate Taught Experience Survey. Again, your responses are confidential and will be used to develop the programme.

## C12 Programme Evaluation

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### Module Review

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C12.1 All College modules shall be reviewed at least annually using the Module Review Form, which provides an evaluative review of the delivery of the module.

C12.2 The Module Review Form includes:

- An evaluation of feedback gathered through Module Surveys, both quantitative and qualitative.
- An evaluation of feedback gathered through Staff-Student Liaison Committee.
- An update on actions implemented following the previous review.
- An action plan for the upcoming year.
- On SLK and SLS, an analysis of key module data.

C12.3 Module reviews are a key evidence item to support the preparation of the Programme Evaluation Report.

### Programme Evaluation Report

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C12.4 The Programme Evaluation Report is a document which allows all key data relating to a programme of study to be captured and acted upon. It intends to provide a critical review of the operation of the programme during the previous year, to identify any areas of concern in the operation of a programme and any enhancements to be made in the next running of the Programme.

C12.5 The Programme Evaluation Report is drafted by the Module Leader and Staff-Student Liaison Committee, ensuring that student voice is included.

C12.6 The report includes:

- A short summary from the Programme Leader.
- Programme data.
- External Examiners' feedback.
- Module Survey responses.
- Student Representatives' commentary.
- Good practice examples.
- A live action plan addressing identified issues.

C12.7 Once endorsed by the Staff-Student Liaison Committee, the report will be submitted to the Quality and Standards Committee for review. The Quality and Standards Committee will recommend the report for approval by the Academic Committee. Once approved by the Academic Committee, the report will be made available to students.

C12.8 The Programme Evaluation Report is a key evidence item for the periodic review process (C5).

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### Version Control

This version was approved 16 December 2025 by the Board.

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Previous version(s)	Date superseded
N/A	