



**UNIVERSITY OF  
CAMBRIDGE**

Institute of Continuing Education

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# **Course Management Handbook 2020-21**

**Courses for non-matriculated students**

**Section 3: University Awards**

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## Academic credit and university-level study

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1. Academic credit formally recognises and measures in credit points the learning process that students have undertaken and successfully completed, and the level at which they have studied. For further information on academic credit and university-level study, see: [www.ice.cam.ac.uk/info/academic-credits-cats-points](http://www.ice.cam.ac.uk/info/academic-credits-cats-points)
2. For details of the qualifications and awards offered by ICE, see: [www.ice.cam.ac.uk/info/qualifications-and-awards](http://www.ice.cam.ac.uk/info/qualifications-and-awards)
3. Table 1 provides an overview of different academic level descriptors. For full guidance see: [www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf](http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf)

**Table 1: Studying at different academic levels: level descriptors**

FHEQ Level 4	Undergraduate
<p><b>Certificate</b> 60 credits at FHEQ level 4</p> <p><b>Certificate of Higher Education</b> 120 credits at FHEQ level 4</p>	<p>Learning at this level will reflect the ability to:</p> <ul style="list-style-type: none"> <li>• develop a rigorous approach to the acquisition of a broad knowledge base</li> <li>• employ a range of specialised skills</li> <li>• evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems</li> <li>• operate in a range of specific contexts taking responsibility for the nature and quality of outputs.</li> </ul>
FHEQ Level 5	Undergraduate
<p><b>Diploma</b> 60 credits at FHEQ level 5</p> <p><b>Diploma of Higher Education</b> 120 credits at FHEQ level 5</p>	<p>Learning at this level will reflect the ability to:</p> <ul style="list-style-type: none"> <li>• generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well-defined and abstract problems</li> <li>• analyse and evaluate information</li> <li>• exercise significant judgement across a broad range of functions</li> <li>• accept responsibility for determining and achieving personal and/or group outcomes.</li> </ul>
FHEQ Level 6	Undergraduate
<p><b>Advanced Diploma</b> 60 credits at FHEQ level 6</p>	<p>Learning at this level will reflect the ability to:</p> <ul style="list-style-type: none"> <li>• critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study</li> <li>• critically evaluate new concepts and evidence from a range of sources</li> <li>• transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations</li> <li>• accept accountability for determining and achieving personal and/or group outcomes.</li> </ul>
FHEQ Level 7	Postgraduate
<p><b>Postgraduate Certificate</b> 60 credits at FHEQ level 7</p> <p><b>Postgraduate Diploma</b> 120 credits at FHEQ level 7</p>	<p>Learning at this level will reflect the ability to:</p> <ul style="list-style-type: none"> <li>• display mastery of a complex and specialised areas of knowledge and skills</li> <li>• employ advanced skills to critically evaluate new concepts and evidence from a range of sources</li> <li>• conduct independent research</li> <li>• accept accountability for related decision making, including via the use of supervisions</li> <li>• develop appropriate personal qualities and professional attitudes</li> <li>• critically evaluate one's own approach to a subject</li> <li>• develop an awareness of a subject in its wider context</li> </ul>

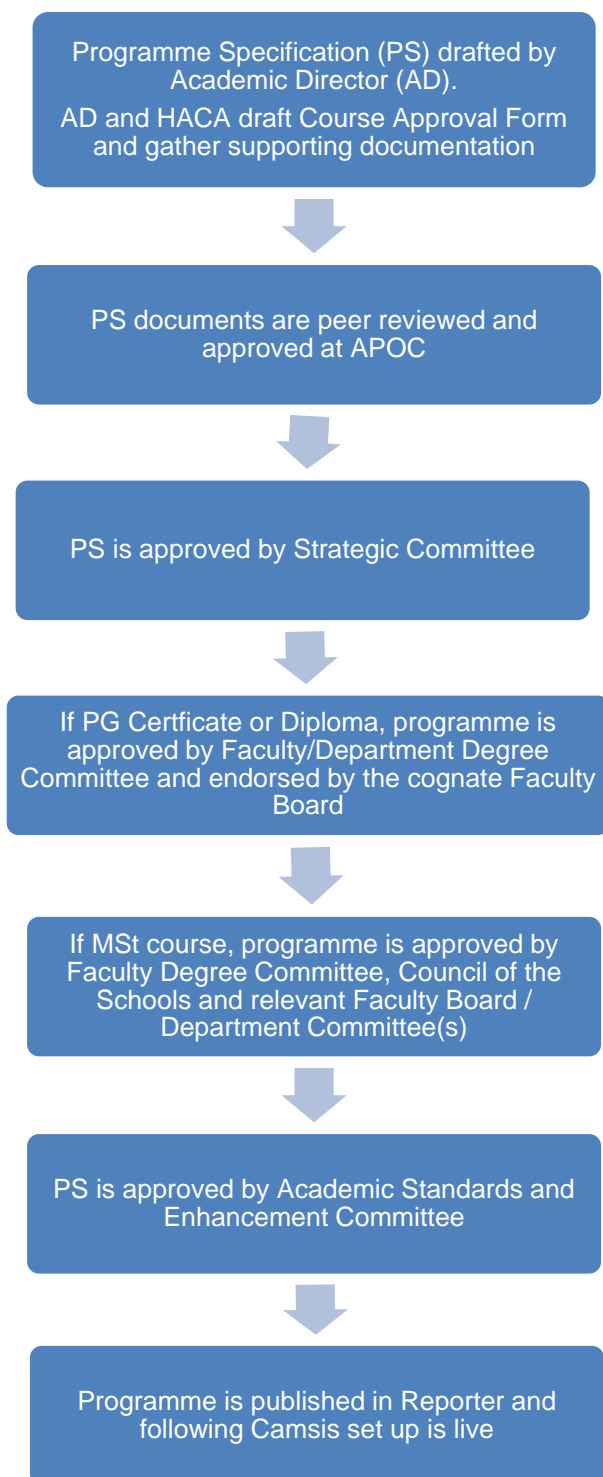
## Developing a new course

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### Programme specification

4. The Quality Assurance Agency (QAA) expects that a definitive record of each programme and qualification is maintained by universities, and at the University of Cambridge programme specifications are produced for this purpose. For University guidance on the purpose and preparation of programme specifications see:  
[www.educationalpolicy.admin.cam.ac.uk/quality-assurance/programme-specifications](http://www.educationalpolicy.admin.cam.ac.uk/quality-assurance/programme-specifications)
5. The approval process for new programmes is outlined in the table below:

**Table 2: Approval route for new programmes**



## Amendments to programme specifications

6. Programme specifications are reviewed every year by Academic Directors to ensure that they accurately reflect a course as it is being taught. The document is then published on the University's CamData website; [www.admin.cam.ac.uk/univ/camdata/](http://www.admin.cam.ac.uk/univ/camdata/). The programme specification has multiple audiences, including prospective students, employers and accreditation bodies.
7. If significant changes are made to a programme specification it will need to go through the whole approval process again as outlined in table 2. This includes changes to the learning outcomes; introducing a new unit; and/or changing the combination of units to be offered in an academic year. In these cases a full supporting case is not required but a Course Change Form will need to be completed. For further guidance please see [www.educationalpolicy.admin.cam.ac.uk/quality-assurance/programme-specifications/revising-programme-specifications](http://www.educationalpolicy.admin.cam.ac.uk/quality-assurance/programme-specifications/revising-programme-specifications)

## Course guides

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8. Once a course has been approved and is ready to be advertised the Academic Director and Academic Coordinator develop a course guide. This contains detailed syllabuses, assessment information and information on Tutors and the Course Administration team.

### Course guide approval process:

9. The process for approving course guides:
  - Completion of the appropriate ICE template (downloaded from the intranet or supplied by the Academic Centre Coordinator).
  - The course guide includes input from the Academic Director, the Course Director (if different to the Academic Director), the Head of Academic Centre Administration, Academic Centre Coordinator and Tutor(s) identified to lead individual units.
  - The course guide is reviewed in detail by the relevant administration team to ensure alignment with current processes.
  - The course guide goes to the Academic Policy and Operations Committee (APOC) for review and approval and amendments are made to the document.
  - The course guide is made available to applicants on the ICE website and is also available within the VLE as a source of reference for students while they are studying.
  - Detailed reviews are scheduled as part of the regular review and quality assurance processes for current programmes.
10. Where there are changes to course content in individual unit syllabuses in a course guide that do not amount to a change in the programme specification, i.e. in unit short descriptions, then the syllabus changes need to be approved by APOC but need not be referred for further consideration. Minor changes such as the inclusion of a guest lecturer, or an unavoidable change of teaching date, may be made on the approval of the Academic Director.

## Preparing a course

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### University Library

11. For information on the University Library, see: [www.lib.cam.ac.uk/](http://www.lib.cam.ac.uk/). To gain access to the Library you will need your University Card, as this serves as a Library card. For information on how to request a University card please see the section on University Cards in section 1 of the Course Management Handbook.
12. iDiscover is the University Library's catalogue system. This enables students and tutors to simultaneously search across the print items held in the University's libraries and the numerous electronic resources (ebooks, ejournals and databases) to which the University

subscribes, together with the open access items in the University's repository. See <http://idiscover.lib.cam.ac.uk> for further information and to manage your loans, requests, fines and saved search results. Tutorials on how to use the online resource, as well as guidance on how to search effectively for resources can be found in the Student Information Section on the [ICE VLE](#).

13. Some of the University's departments hold specialist libraries. Course Directors will be able to advise whether they are accessible for ICE Tutors and students.
14. Students who are studying for an undergraduate/postgraduate award will have the same borrowing rights as a University of Cambridge undergraduate/postgraduate student. If a student has been awarded additional time to complete an assignment or dissertation by the Mitigating Circumstances Committee/Degree Committee, they may ask for a letter of support from their Academic Centre Coordinator to request an extension of their borrowing rights at the University Library.

### **ICE library**

15. The Institute has a small library at Madingley Hall. A number of core texts from reading lists are available for short-term study loan. For information on the ICE library, see: [www.ice.cam.ac.uk/ice-library](http://www.ice.cam.ac.uk/ice-library)

### **Preparing the course: publicity**

16. Each Tutor is asked to provide a short description of each course unit to appear in publicity materials and on the ICE website. To maximise the likelihood of the course being picked up by internet search engines, keywords should be incorporated into unit titles and the beginnings of paragraphs. For guidance and advice, contact [marketing@ice.cam.ac.uk](mailto:marketing@ice.cam.ac.uk)

### **Preparing the course space on the ICE VLE**

17. All award-bearing courses and many non-award bearing courses have a course space on the VLE.
18. Tutors use the VLE as a teaching resource to support their face-to-face and/or online teaching and facilitate student study between sessions. Login instructions are supplied to Tutors and students by the Technology Enhanced Learning (TEL) team prior to the beginning of the course so that they can become familiar with the VLE.
19. Tutors are encouraged to provide hyperlinks on their VLE course space to relevant publications, for example, books, journals and websites. Copyright guidance is available as a link within each VLE course space.
20. All course spaces contain the course guide, links to the Student Handbook and online resources, and sources of help and guidance, such as referencing and plagiarism. In addition, each course space offers a Course Announcements facility which Tutors and administrators can use to email all course participants and which remains visible within the VLE.
21. The TEL team can be contacted for advice, guidance and training in the use of course spaces, see [www.ice.cam.ac.uk/about-us/elearningsupport](http://www.ice.cam.ac.uk/about-us/elearningsupport). Online support is also available within the VLE.
22. Students on award-bearing courses receive a Raven password for access to online resources (including library access). If you receive any queries from students regarding Raven, please direct them to the administration team. As ICE students are not matriculated students they do not have an @cam email address.
23. Students normally submit their assignments via the VLE (unless otherwise indicated), where full assignment submission guidance can be found. The assignment submission area is set up by the Course Administration team in conjunction with the TEL team, in the course space.

## Student admission

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24. Applications are processed by the ICE Admissions Team. For details and guidance regarding bursaries and part-time student tuition fee loans, see: [www.ice.cam.ac.uk/info/bursaries](http://www.ice.cam.ac.uk/info/bursaries)
25. In Certificate courses (FHEQ Level 4), students are normally accepted onto the course on a first-come, first-served basis, until the course reaches its maximum enrolment (unless applications are reviewed on a gathered field). Students for whom English is not their first language are asked to satisfy themselves and ICE that they have the required near-native command of the language to get the maximum benefit from studying with ICE. See: [www.ice.cam.ac.uk/info/english-language-requirements-undergraduate-certificates-diplomas-and-advanced-diplomas](http://www.ice.cam.ac.uk/info/english-language-requirements-undergraduate-certificates-diplomas-and-advanced-diplomas)
26. In Diploma courses (FHEQ Level 5) and Advanced Diploma courses (FHEQ Level 6), in addition to English language proficiency requirements, the applicant's previous academic experience is assessed. Advanced Diploma level applicants will also be asked for additional information to support their application, which could include a research proposal and examples of previous academic work. Any applicants with limited previous experience who may be better advised to study a Certificate programme initially may be referred to the appropriate Academic Director.
27. Students studying Postgraduate-level courses are normally required to hold a good undergraduate degree (2.1 or overseas equivalent) and be competent in the English language, passing a language proficiency test at a high level, if required, before their admission is approved. Postgraduate students are normally required to attend an interview as well. See: [www.ice.cam.ac.uk/info/english-language-requirements-postgraduate-certificates-diplomas-and-msts](http://www.ice.cam.ac.uk/info/english-language-requirements-postgraduate-certificates-diplomas-and-msts)

## Starting the course

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28. Prior to the start of the course, a member of the administrative team will contact the Course Director and Tutor(s) regarding any personal information relating to disability or support requirements that a student has agreed should be relayed to the relevant staff at ICE.
29. At the beginning of the academic year ICE organises a welcome event for students and Tutors within the Certificate, Diploma and Advanced Diploma programmes to meet each other.

## Attendance and registers

30. It is the Tutor's responsibility to track student attendance via a class list provided by the administrative team. For guidance on attendance tracking see section 2 of the Course Management Handbook.

## Student assessment

31. The information below applies unless a course-specific handbook/guide has been provided containing alternative instructions.



## Student research ethics

32. Some ICE programmes, for example the Advanced Diploma in Research in the Arts/Sciences, involve students in self-directed research projects. Course Directors provide students with support and advice on developing their research projects and guidance will be available within the course spaces.
33. The ICE Student Research Ethics Committee (SREC) considers ethical aspects of ICE students' research projects, which are part of non-member awards (matriculated students are normally covered by their Schools' relevant policy) and which involve human participants or the collection of data that may be of a personal nature, or involve methods that affect the subjects.
34. When students are undertaking a research project, they complete a Student Research Ethics Form, see: [www.ice.cam.ac.uk/info/student-forms](http://www.ice.cam.ac.uk/info/student-forms) If a student's research project does not involve the collection of primary data they will only be required to complete the first part of the form. If a student's research project does involve the collection of primary data they will need to complete the questions on the form and also submit a Participant Consent Form and Participant Information sheet with their research proposal.
35. The Student Research Ethics Committee will consider all research project proposals and either approve the project, ask for more information, or suggest amendments.
36. For Advanced Diplomas the Supervisor is responsible for ensuring that the student completes the ethics form, and can use this as a starting point for discussion of ethical considerations in research. For other programmes, the Course Director ensures that students are aware of the requirement as necessary.

## Composing assignments

37. Assignments are designed to assess the students' achievement of a subset of learning outcomes, and all the learning outcomes described in the syllabus will be covered across the whole course. Students **are not** assessed on criteria that are not published.
38. Students are informed via the course guide which learning outcomes are being assessed in each unit. Where a termly unit has multiple assignments, students are informed which are the summative assignments and therefore must be successfully completed to pass the course.

## Submission of assignments

39. Assignments should normally be word-processed and submitted via the VLE into Turnitin. A high level of competence in writing, grammar and spelling is always expected from students.
40. All submitted work must be the student's own work and not have been submitted previously as part of the formal assessment for an award-bearing course. See: <https://www.plagiarism.admin.cam.ac.uk/>
41. All sources must be acknowledged within assignments and listed in a bibliography. It is essential that in each assignment the source of quotations and specific points taken from other authors is acknowledged and referenced according to the referencing system recommended for the course. Each assignment needs to be accompanied by a bibliography or list of resources that have been consulted during the preparation process.
42. Assignments must be within the stipulated word count.
43. Appendices are generally discouraged except where additional data, not available in published form, must be presented. Students are advised to discuss the inclusion of appendices with their Tutor/Supervisor.
44. Students are also asked to discuss with their Tutor/Supervisor the use of diagrams, graphs, charts, tables or maps within their work and if these should be included within the word count.

## Deadlines for submission of assignments

45. Deadlines for the submission of course assignments are published in the course guide (or other written document) before the start of the course. Deadlines cannot be amended once set. Tutors must not start marking assignments before the assignment submission deadline.
46. All submission deadlines refer to Greenwich Mean Time (GMT) or British Summer Time (BST) and students are advised to check carefully if their local time differs from this.

## Marking assignments

47. Tutors are normally required to mark assignments within 10 working days of the submission deadline.
48. Postgraduate assignments are double marked.
49. Once marking is complete some units may be subject to an internal assessment process.
50. The provisional mark and feedback for work will normally be given to students within 3 weeks. The final course mark will be confirmed to students after the final Examiner's meeting.
51. If the course has a weighted marking scheme, details are given in the course guide.
52. Students receive three types of mark:
  - **Assignment mark** – the mark given for each assignment submitted for assessment (this may include deductions for late submissions);
  - **Unit mark** – the mark given for each unit of study. If students submit more than one assignment for a unit, the unit mark will comprise a weighted average of each assessed assignment for that unit. (If late penalties have been applied to an assignments it is these marks that will be used for the unit mark);
  - **Overall course mark** – the final percentage mark, combining a weighted average of the assignment marks. (If unit marks have been reduced due to late submission penalties it is these marks that will contribute to the overall course mark).

## Marking procedures

53. It is essential that each student receives constructive feedback relating to the overall quality of the assignment and the achievement of the learning outcomes. This is achieved via the use of the online Grading Form within Turnitin (if relevant) along with annotations to the assignment. Guidance is given in the Tutor and staff VLE User Guides.
54. Consideration of the descriptors in **Table 3** for undergraduate courses and **Table 4** for postgraduate courses will help in assessing the overall quality of an assignment. Tutors are required to write a minimum of 200 words of feedback to each student, which is constructive and offers advice on how to improve where relevant. This is in addition to any annotations that Tutors are required to make on the assignment itself. Tutors also indicate on this form, or on the assignment itself, specific examples to back up any general comments made and give specific pointers on where improvements could be made to the submitted and future work.
55. When marking is completed, the Tutor's feedback is made accessible via the VLE to each student by the Academic Centre team.

## Marking scales at Undergraduate and Postgraduate level

56. The marking scales for undergraduate and postgraduate courses are given below in Tables 3 and 4.
57. At undergraduate level, a percentage marking scale is deployed with a pass mark of 40%.
58. At postgraduate level, a percentage marking scale is deployed with a pass mark of 60%.

**Table 3: Marking scale for courses at undergraduate level (Certificate, Diploma and Advanced Diploma)**

<b>Mark (%)</b>	<b>Student's work shows:</b>
<b>Excellent</b>	
80 – 100	<ul style="list-style-type: none"> <li>• Evidence of exceptional quality over and above the criteria listed for the mark of 79% and below (see below).</li> </ul>
70 - 79	<ul style="list-style-type: none"> <li>• Wide range of knowledge and information and evidence of independence of thought.</li> <li>• Appropriate and perceptive reference to relevant academic sources.</li> <li>• A consistent demonstration of powers of critical analysis and synthesis in developing arguments.</li> </ul>
<b>Good</b>	
60 - 69	<ul style="list-style-type: none"> <li>• A thorough grasp of relevant knowledge and information.</li> <li>• Extensive reference to appropriate academic sources.</li> <li>• Clear evidence of an analytical approach to the issues raised by the topic.</li> <li>• The capacity to engage critically with arguments and evidence.</li> </ul>
<b>Competent</b>	
50 - 59	<ul style="list-style-type: none"> <li>• A secure grasp of relevant knowledge and information and evidence of a competent understanding of relevant concepts.</li> <li>• Reference to a reasonable range of relevant academic sources.</li> <li>• Some evidence of an analytical and critical approach.</li> </ul>
<b>Weak</b>	
40 - 49	<ul style="list-style-type: none"> <li>• Evidence of assimilation of relevant knowledge, but contains some errors, omissions or irrelevancies.</li> <li>• Limited reference to relevant academic sources.</li> <li>• Little evidence of analysis or a critical approach.</li> <li>• Some weakness in the structuring of assignments.</li> </ul>
<b>PASS THRESHOLD</b>	
0 – 39	<ul style="list-style-type: none"> <li>• Some elements of relevant knowledge but contains significant errors, omissions or irrelevancies.</li> <li>• Evidence of a poor grasp of relevant concepts.</li> <li>• Poorly structured assignments failing to address the issues under discussion.</li> <li>• Work of an extremely low standard, fundamentally failing to address relevant issues.</li> <li>• Incoherent argument, serious errors.</li> </ul>

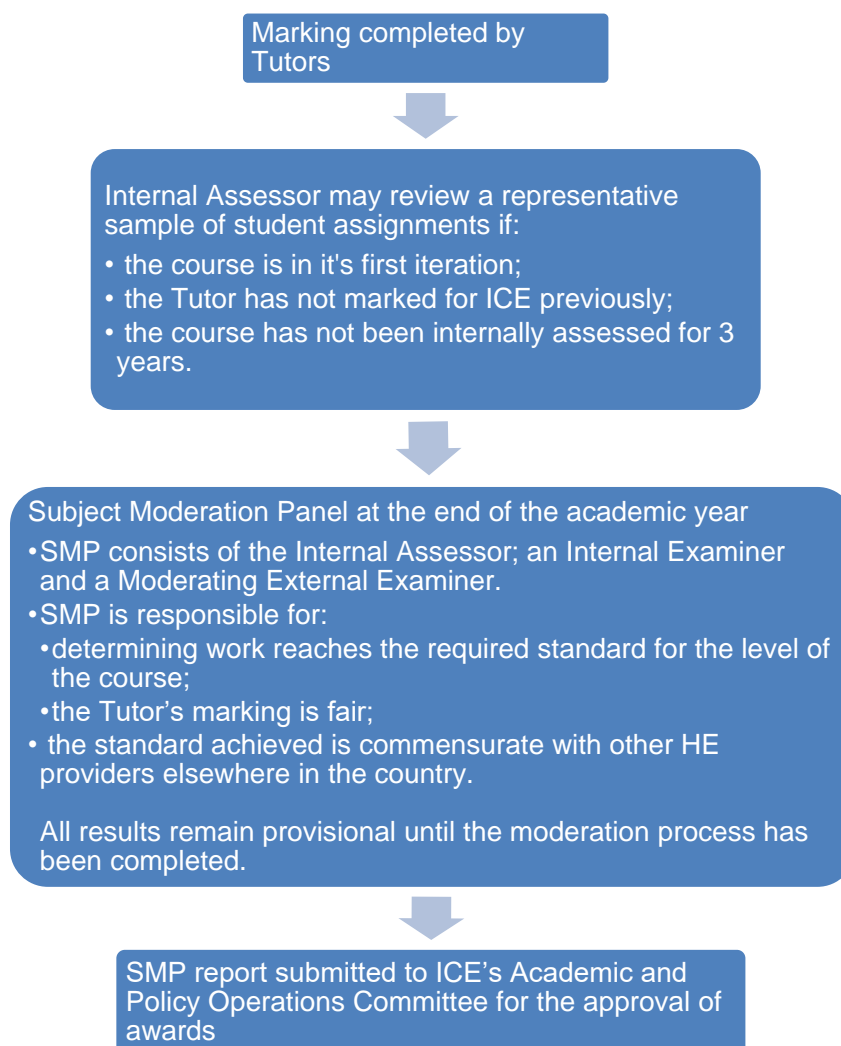
**Table 4: Marking scale for courses at postgraduate level**

<b>Numerical scale</b>	<b>Mark awarded</b>	<b>Student's work shows</b>
<b>Excellent</b>		
80-100	Pass with distinction (where programme awards distinction)	<ul style="list-style-type: none"> <li>• Evidence of the exceptional quality in relation to the criteria listed for the award of 70-79% and outstanding critical insights and thought-provoking arguments.</li> </ul>
75-79	Pass with distinction (where programme awards distinction)	<ul style="list-style-type: none"> <li>• An accessible, accurate and clear account.</li> <li>• Clear assimilation and understanding of the evidence.</li> <li>• Well informed by a wide range of relevant ideas.</li> <li>• Excellent analyses, arguments and explanations.</li> <li>• Exceptionally good structuring of the material with clear progression and development as the work proceeds.</li> </ul>
<b>Good</b>		
70-74	Pass	<ul style="list-style-type: none"> <li>• An accessible, accurate and direct account.</li> <li>• Clear assimilation and understanding of the evidence.</li> <li>• Well informed by current ideas.</li> <li>• Very good analyses, arguments and explanations.</li> <li>• Very good insights and personal reflections on the material.</li> <li>• Carefully structured and organised presentation.</li> </ul>
<b>Competent</b>		
65-69	Pass	<ul style="list-style-type: none"> <li>• An accessible, accurate and direct account.</li> <li>• Good analyses, arguments and explanations.</li> <li>• Good insights and personal reflections on the material.</li> <li>• Well-organised presentation.</li> </ul>
60-64	Pass	<ul style="list-style-type: none"> <li>• An accessible, accurate and direct account.</li> <li>• Fair analyses, arguments and explanation but with some remaining gaps or confusion.</li> <li>• Fair degree of personal insight.</li> <li>• Reasonably well organised presentation.</li> </ul>
<b>PASS THRESHOLD</b>		
50-59	Fail	<ul style="list-style-type: none"> <li>• Reliance on a restricted range of evidence, or irrelevant material introduced.</li> <li>• Weaknesses of factual description.</li> <li>• Weaknesses in the analyses, arguments and explanations.</li> <li>• Weaknesses in the insights and reflections on the material.</li> <li>• Weakly-organised presentation with a poor progression through the work.</li> </ul>
0-49	Fail	<ul style="list-style-type: none"> <li>• Limited range of evidence or lack of focus.</li> <li>• Weak understanding of the material presented.</li> <li>• Lack of coherent argument.</li> <li>• Absence of personal insight.</li> <li>• Serious weaknesses in the organisation of the presentation.</li> </ul>

## Moderation procedures

59. The moderation of assessment is an important element in assuring the quality of programmes. The moderation process is shown below:

**Table 5: Moderation Process**



## Extensions to deadlines for submission of assignments

60. Students are asked to alert their Tutor and Academic Centre Administrator if they are not able to submit work on time. Work submitted late may experience a delay in assessment.
61. Students can request a short-term extension to their assignment deadline (up to two-weeks), or if their circumstances are significant and serious, they can request a longer extension by using the Mitigating Circumstances procedure. See, [www.ice.cam.ac.uk/info/extensions-and-mitigating-circumstances-procedures](http://www.ice.cam.ac.uk/info/extensions-and-mitigating-circumstances-procedures) for both procedures.

## Late submission of assignments

62. For late submissions due to less serious issues, such as time management or technical problems, a daily cumulative system of penalties is applied to the assignment mark, up to a maximum of a 10% penalty. The late penalties awarded will not take the assignment below the pass threshold of 40% for undergraduate students and 60% for postgraduate students

63. After eight days the assignment cannot be accepted and a non-completion of the required assessed work for the course is recorded. The non-completion of the required assessed work means that students cannot achieve the award.
64. The rate at which marks are deducted from the academic mark for late assignment is as follows:
  - On Day 1 at 3%
  - Days 2 to 8, 1% will be deducted, up to a maximum of 10%. The late penalties will not take the assignment mark below the pass threshold of 40% for undergraduates and 60% for postgraduates
  - On Day 9 the assignment becomes inadmissible without accepted mitigating circumstances and non-completion of the required assessed work will be recorded for the course.
65. A day normally covers 24 hours from the date and time of the submission deadline. Part of a day late – i.e. less than 24 hours – counts as a day late in terms of the application of these penalties.
66. Students are advised to start uploading their work in good time, and if they do submit their work late, are encouraged to submit it as soon as possible after the due date to minimise the late submission penalty.

### **If students fail an assignment (resubmission)**

67. Students are required to pass all units of a course to achieve the award. The assignment(s) within each unit make up the unit mark, dependent on the weighting of the assignments. If the unit mark is below the pass mark students will be offered the opportunity to resubmit, once only, the failed assignment(s) from each unit.
68. Where a unit requires the submission of more than one assessed assignment, students are considered to have passed the unit even if not all of the assignments have met the pass standard, *provided that the unit mark is a pass*.
69. Where one summative piece of work is submitted at the end of a course, for example on the Postgraduate Certificate in Teaching and Learning (portfolio) or the Advanced Diploma in Research in Arts/Sciences (dissertation), students will be permitted to resubmit the work, once only, if it does not reach the pass.
70. A Course Director may stipulate for particular courses that students need to achieve a pass mark for *all* assignments in order to pass the course and this will be stated in the course guide if it applies.

### **Resubmission of work**

71. Students will be informed if they are required to resubmit work shortly after the end of the unit, along with a resubmission deadline. They may be offered a tutorial of up to 30 minutes with the Course Director, or appropriate Tutor, to help them with their resubmission.
72. Within the failed unit, students will only be able to re-submit the failed assignment(s) and not those assignment(s) which have met the pass standard. Marks for resubmitted work will be capped at the pass mark unless otherwise stated on the course guide).

### **If students fail an assignment (Progression Model Postgraduate programmes only)**

73. Progression model postgraduate courses may have different resubmission policies and these will be outlined in the relevant course guides.

## **Delaying or stopping studies**

74. ICE recognises that a number of external factors can affect a student's ability to study part-time and where possible we try to enable them to continue with their studies. In cases of unforeseen difficulties, such as serious illness, students may request an intermission from their studies. For details, see: [www.ice.cam.ac.uk/info/intermission-taking-break](http://www.ice.cam.ac.uk/info/intermission-taking-break)

## **Deferrals**

75. ICE does not operate a deferral process, i.e. a postponement of the date on which students start a course for which they have enrolled. Rather, a student must withdraw and reapply for a later presentation. Acceptance on a future offering of the course is not guaranteed and standard cancellation conditions will apply.

## **Withdrawal**

76. If circumstances arise where students consider withdrawing from a course, they are advised to discuss them with their Course Director and/or Academic Director who may be able to direct them to sources of help and advice.
77. If students do wish to withdraw from a course without completing it they should contact the Academic Centre Coordinator as soon as possible.

## **Confirming the award of a qualification**

78. Once the moderation process is complete and the report of the Subject Moderation Panel has been approved by the Institute's Academic Policy and Operations Committee, students are informed of their results by the Head of Academic Centre Administration.

## **Certificates and transcripts**

79. The University generates a certificate and transcript which can either be sent by post or presented to students at an awards ceremony.

## **Achieving a Certificate / Diploma of Higher Education (undergraduate only)**

80. Some undergraduate programmes at ICE offer two or three complementary pathways (courses) in the same subject area, e.g. in Archaeology, English Literature and Creative Writing. Each pathway is offered over one academic year and successful students are awarded a Certificate or Diploma equivalent to 60 credits.
81. Students embarking on their second Certificate or Diploma course should consider whether they wish to:
- accept the award of a second Certificate or Diploma (each transcript will detail the subject areas studied)
  - or
  - request the combined award of a Certificate or Diploma of Higher Education (120 credits in the CAT scheme) in the named subject on the completion of the second 60 credit Certificate or Diploma.
82. The Student Data Manager will contact students during their second year of study and ask if they wish to receive a second Certificate/Diploma or to apply for a Certificate/Diploma of Higher Education. If they request the latter, they are required to return their certificate and transcript from their first award to the Student Data Manager.

## **Feedback to Tutor**

83. Feedback on the course is passed on to the Tutor by the Head of Academic Centre Administration.