



# Diploma Regulations 2017-18

## Combined Honours 2015 Matriculating Cohort

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### **INTRODUCTION**

1. These regulations are for all students on the following degrees:
  - BA English with Minor
  - BSc Economics with Minor
  - BA History with Minor
  - BA Philosophy with Minor
  - BSc Politics & International Relations with Minor

### **ABOUT THESE REGULATIONS**

#### **SCOPE OF THESE REGULATIONS**

2. These regulations are effective from September 2017, for the 2015 matriculation cohort, on the degrees named above. They are subject to review by Academic Board (AcB) if it is deemed necessary by the same.
3. AcB understands that students may base decisions on these regulations, and will endeavour to ensure that no student is adversely or unduly affected by any change in these regulations which may follow.
4. These regulations apply to all students registered at the College on NCH/SSU degrees. All registered students are expected to work toward the NCH Diploma throughout their studies.
5. On matters where the regulations need to be interpreted, or are silent, AcB's decision is final.

#### **AIMS AND OBJECTIVES OF THE DIPLOMA**

6. The New College of the Humanities Diploma, to which these regulations pertain, has been carefully developed to give students an unrivalled edge in the modern world: by the time students graduate they will have gained a dynamic and wide-ranging set of transferable skills. Not only will the subjects studied here complement the student's main degree subject and future employability, they will also have a positive impact on their personal development, providing a set of skills that will allow them to engage positively with the world around them.

7. It is an important feature of an education at the New College of the Humanities that students complete the Diploma alongside their Degree studies.
8. The aim of the Core Curriculum is to introduce the methods and principles of good reasoning, to develop an intelligent insight into central areas of science, principally cosmology, fundamental physics and quantum theory, evolutionary biology, genetics and human evolution; and to introduce students to the principal theories of ethics and to explore their application to important questions in private and public life.
9. LAUNCH (formally the Professional Programme) is taught through seminars, projects and electronic assignments in all three years. It is designed to prepare students for the world of work, and aims to give them a head start and a competitive edge in finding enjoyable and rewarding work after graduation.
10. The NCH Diploma is an internal New College of the Humanities qualification and not part of the credit-bearing degree structure.

### THE NCH DIPLOMA

11. The NCH Diploma comprises TWO components:
  - 11.1 The Core Curriculum, which comprises six courses:
    - Critical Reasoning Part I
    - Critical Reasoning Part II
    - Science Literacy Part I
    - Science Literacy Part II
    - Applied Ethics Part I
    - Applied Ethics Part II
  - 11.2 LAUNCH, which comprises two courses:
    - Introductory Capabilities
    - Applied Capabilities
12. To pass the NCH Diploma, BOTH components must be passed.

| CORE CURRICULUM  | LAUNCH  |
|--|---|
| <b>50%</b>   | <b>50%</b>  |
| Six courses<br>Six assessments<br>Five best marks from six | Introductory Capabilities:<br>1/3 weighting<br>Applied Capabilities:<br>2/3 weighting |

*See the Assessment section below for details*

### THE NCH DIPLOMA WITH ENRICHMENT

13. An Enrichment course is optional. The purpose of an Enrichment course is to provide students with an opportunity to explore a subject that is not available as part of a Major/Minor combination.
14. Each Enrichment course normally comprises four units. Each unit is normally assessed by two summative assignments.
15. If it is taken and passed, along with the Core Curriculum and LAUNCH as in 1.2.1, then the NCH Diploma title is enhanced.
16. The award of an Enrichment course will result in a student receiving one of the following NCH Diploma titles:
  - 16.1 NCH Diploma with Art History
  - 16.2 NCH Diploma with Creative Writing
  - 16.3 NCH Diploma with Law
  - 16.4 NCH Diploma with Psychology

### TEACHING

#### TEACHING IN THE CORE CURRICULUM

17. For the Core Curriculum, students are expected to complete six courses. These are Critical Reasoning Parts I and II (examined in the first year of study), Science Literacy Parts I and II (examined in the second year of study), and Applied Ethics Parts I and II (examined in the third year of study).

#### First year

|            |                                  |
|------------|----------------------------------|
| Michaelmas | Critical Reasoning I – lectures  |
| Hilary     | Critical Reasoning II – lectures |

#### Second year

|            |                                |
|------------|--------------------------------|
| Michaelmas | Science Literacy I – lectures  |
| Hilary     | Science Literacy II – lectures |

#### Third year

|            |                              |
|------------|------------------------------|
| Michaelmas | Applied Ethics I – lectures  |
| Hilary     | Applied Ethics II – lectures |

18. Students are free to attend Core Curriculum lectures also in the years in which they are not examined on them.

#### TEACHING IN LAUNCH

19. LAUNCH is taught through a combination of seminars, electronic exercises and project work. No prior knowledge is necessary for the course, and it has

been conceived and designed so that the benefits of this programme of study are transferable and broadly applicable across a number of different roles and careers. LAUNCH comprises two courses, Introductory Capabilities and Applied Capabilities.

**First year**

|            |                                   |
|------------|-----------------------------------|
| Michaelmas | Seminars and electronic exercises |
| Hilary     | Seminars and electronic exercises |
| Trinity    | Project work                      |

**Second year**

|            |                                   |
|------------|-----------------------------------|
| Michaelmas | Seminars and electronic exercises |
| Hilary     | Seminars and electronic exercises |
| Trinity    | Project work                      |

**Third year**

|            |                                   |
|------------|-----------------------------------|
| Michaelmas | Seminars and electronic exercises |
| Hilary     | Seminars and electronic exercises |

**TEACHING IN THE ENRICHMENT COURSES**

20. The available Enrichment courses for the 2015 matriculating cohort are in Art History, Creative Writing, Law, and Psychology, but may be subject to timetabling.
21. Enrichment is only available as a two-year course, and a student cannot elect to receive an NCH Diploma with Enrichment in more than one subject.
22. An Enrichment course consists of lectures and seminars in the chosen subject. A student taking an Enrichment course is required to attend 70% of the lectures and seminars in that subject in each term of the Enrichment course. Non-attendance without extenuating circumstances will raise the question whether the student can be deemed to have taken the Enrichment course.

**First year**

|            |  |
|------------|--|
| Michaelmas | Enrichment unit I – lectures and seminars  |
| Hilary     | Enrichment unit II – lectures and seminars |

**Second year**

|            |   |
|------------|---|
| Michaelmas | Enrichment unit III – lectures and seminars |
| Hilary     | Enrichment unit IV – lectures and seminars  |

23. In order to receive an NCH Diploma with Enrichment, a student must register for, and subsequently attend, the Enrichment course for two full years (the student's first and second year of study), submit all required assignments (normally two per term) and have received a passing grade 402 on at least six assignments.
24. Formal registration for Enrichment assessment must be made to SAS by the end of Week 2 of the Michaelmas term of the student's first year of study.
25. Auditing lectures in Enrichment courses is permitted, requires no registration, and carries no formal award.

## ASSESSMENT

### GRADING SCALE

26. All Diploma assessments are assessed on the following scale:

| Alphanumeric | Numerical | Description   |
|--------------|-----------|---|
| A1           | 100       | Exceptional in most/all aspects, substantially exceeding expectations for this level                                |
| A2           | 92        |   |
| A3           | 83        | Excellent quality, exceeding expectations for this level in many aspects  |
| A4           | 74        |   |
| B1           | 68        | Meets all the intended learning outcomes and exceeds the threshold expectations for this level in several of them   |
| B2           | 65        |   |
| B3           | 62        |   |
| C1           | 58        | Meets all the intended learning outcomes at, and exceeds, the threshold expectations for this level in some of them |
| C2           | 55        |   |
| C3           | 52        |   |
| D1           | 48        | Meets all the intended learning outcomes at, but rarely exceeding, the threshold expectations for this level        |
| D2           | 45        |   |
| D3           | 42        |   |
| F1           | 35        | Fails to meet all of the intended learning outcomes and is marginally inadequate for this level                     |
| F2           | 20        |   |
| F3           | 0         |   |

### ASSESSMENT IN THE CORE CURRICULUM

27. Each course carries at least one summative assessment. The date and time of the examination, or the assignment deadline, is set and communicated to students by the start of the academic year in which it takes place. All assignments are assessed through the scale outlined in paragraph 26.

28. Non-attendance or non-submission of a Core Curriculum examination or assignment (without approved extenuating circumstances) is equivalent to a mark of F3 (0). Re-take opportunities are outlined in paragraph 60 -62
29. The final mark of the Core Curriculum is calculated from alphanumeric assessment marks by converting them to the numerical scale as in paragraph 26, and calculating the arithmetic average of the five best marks, rounded to the nearest whole number. Each course carries equal weight in calculating the final mark for the Core Curriculum.
30. The average of the five best marks is the final Core Curriculum mark. The pass mark in the Core Curriculum overall is 40.
31. The assessment of the Core assignments is carried out by relevant academics within four weeks of the examination date.
32. Students with medical or other conditions, requiring extra time or special arrangements for examinations, should approach Student and Academic Services (SAS) at the earliest opportunity, preferably at the start of the relevant term, but with a minimum of ten working days before an examination or assessment, in order to arrange suitable facilities for assessment purposes where this may be required. Normally, all students are expected to complete the same assignment, but the College reserves the right to set alternative assignments where it is deemed appropriate by the Head of the Core Curriculum.

|             |   |                          |  |
|-------------|---|--------------------------|--|
| First year  | Critical Reasoning I<br>Critical Reasoning II | Assessment<br>Assessment | <b>Best five<br/>assessments<br/>count</b> |
| Second year | Science Literacy I<br>Science Literacy II     | Assessment<br>Assessment |  |
| Third year  | Applied Ethics I<br>Applied Ethics II         | Assessment<br>Assessment |  |
|             | <b>Six courses</b>                            | <b>Six assessments</b>   |  |

## ASSESSMENT IN LAUNCH

### Introductory Capabilities

33. The Introductory Capabilities course is taken in the first year, when six assignments are completed, of which five are completed during the Michaelmas and Hilary terms combined, and one is a year-end project completed in the Trinity term. This course forms one-third of LAUNCH for classification purposes.
34. The assessment of Introductory Capabilities is as follows: the five assignments in Michaelmas and Hilary are marked alphanumerically. The alphanumerical marks are then converted to numbers and the lowest

assignment mark is dropped. The Trinity project carries the weight of three times a standard assignment. The four Michaelmas and Hilary assignment marks are added to the Trinity project marks, and the resulting average of those marks is the student's final mark for the course.

### **Applied Capabilities**

35. The Applied Capabilities course is taken across the second and third years, and in this course, seven assignments in total are completed, of which six can be completed during the Michaelmas and Hilary terms of the second and third year, and one is a year-end project completed in the Trinity term of the second year. This course forms two-thirds of LAUNCH for classification purposes.
36. The assessment of Applied Capabilities is as follows: the six assignments in the Michaelmas and Hilary terms of the second and third years are marked alphanumerically. The alphanumerical marks are then converted to numbers and the lowest assignment mark is dropped. The Trinity project in the second year carries the weight of three times a standard assignment. The five Michaelmas and Hilary assignment marks are added to the Trinity project marks, and the resulting average of those marks is the student's final mark for the course.

### **Overall assessment**

37. LAUNCH assessment consists of thirteen assignments over the three years.
38. All assignments are assessed through the scale (paragraph 26). Non-submission of a LAUNCH assignment (without approved extenuating circumstances) is equivalent to a mark of F3 (0).
39. The weighted average of the two courses is the final LAUNCH mark. Introductory Capabilities is worth one-third of the mark, and Applied Capabilities two-thirds. The pass mark in LAUNCH overall is 40.
40. LAUNCH assignments are marked within four weeks of the submission deadline or assignment date, and results are communicated to students by the Dean of Careers.
41. Students with medical or other conditions, requiring extra time or special arrangements for examinations, should approach SAS at the earliest opportunity, preferably at the start of the relevant term, but with a minimum of ten working days before an examination, in order to arrange suitable facilities for assessment purposes where this may be required. Normally, all students are expected to complete the same assignment, but the College reserves the right to set alternative assignments where it is deemed appropriate by the course tutor, in collaboration with the Dean of Careers.

### **ASSESSMENT IN THE OPTIONAL ENRICHMENT COURSES**

42. Each Enrichment unit is assessed through two summative assignments. Submission dates are agreed across College by AcB. The form and length of assignments and assessment may vary between subjects and courses as is

deemed appropriate by the relevant course tutor, in agreement with the Head of Faculty and AcB.

43. An assignment normally comprises a written submission of 2,000-2,500 words or a viva of 20-30 minutes, or a proportionate combination of the two. In Art History the first assignment of each unit will be an image test.
44. Submission dates and other details for assignments are communicated to students within six weeks of the first day of the term immediately preceding the submission date.
45. All assignments are assessed on the scale outlined in paragraph 26. The pass mark is 40.
46. The assessment of assignments is carried out by the relevant course tutor within four weeks of submission. Grades are communicated to SAS, and to students, by the tutor.
47. An extension to this four-week period may be necessary if:
  - 47.1 There have been late submissions, where marks should not be communicated, or scripts returned, until all submissions for an assignment have been made, or
  - 47.2 For any particular assignment, there are variations in the submission dates between students which are not related to extenuating circumstances; in this case the four-week period will commence on the last of the submission dates.
48. A submitted assignment should be no longer than 110% of the length specified by the assignment brief. The word count includes everything in the main body of the text (including titles, subtitles, captions, inline references, quotes, citations, lists, footnotes and other written elements), but does not include bibliographies, appendices (which should be kept to a minimum) or words embedded within tables or graphs.
49. There is no regulatory/mandatory penalty for exceeding the word count by more than 10%, but students should be aware that the marker will not include any work, after the 110% limit has been reached, within the allocation of marks. Students may therefore be penalised for a failure to be concise, and for failing to conclude their work within the approximate length specified. Likewise, a failure to meet the maximum word limit may result in lower marks based on the quality of the work because they may not have included the necessary information required for the assessment.
50. Non-submission of an assignment (without approved extenuating circumstances) is equivalent to a mark of F3 (0). No re-take opportunities are offered for Enrichment.
51. Formal registration for Enrichment assessment must be made to SAS by the end of Week 2 of Michaelmas term in the first year of study.
52. Attendance at Enrichment seminars is a required part of the Enrichment course, and attendance is monitored.



53. **In order to receive an NCH Diploma with Enrichment, a student must register for, and subsequently attend the Enrichment course for two full years (the student's first and second year of study), submit all required assignments and have received a passing 40 on at least six assignments. The average of the six best marks is the final Enrichment mark.**
54. Should a student fail more than two assignments, the student will be deemed ineligible for an NCH Diploma with Enrichment. All assessment shall take into account the possibility that the student may not have previous experience in the Enrichment subject.

### LATE SUBMISSION

55. In the event of circumstances outside a student's control, which are likely to affect Diploma work, students should refer to the College's Extenuating Circumstances (Diploma Assessment) Policy, and contact the Extenuating Circumstances Officer (ECO) as soon as is feasible after the student becomes aware of the circumstance.
56. For any piece of work submitted late, the following penalties are applied:
  - 56.1 If the assessment is submitted late (i.e. within five working days of the submission deadline) the mark will be capped at 40% if a pass mark is achieved. Lateness begins from the stated deadline time (e.g. noon or 5pm), regardless of the time of day at which the deadline is set.
  - 56.2 If this assessment is submitted later than five working days after the submission deadline, the work will be regarded as a non-submission and will be awarded a zero.
57. No extenuating circumstances requests can be granted without submission of an Extenuating Circumstances form to the ECO for approval.
58. If a request for extenuating circumstances extends for more than one month beyond the scheduled submission deadline, or if no extenuating circumstances request has been received by that point, whether or not one is eventually received, then the College reserves the right to assign an exemption (Aegrotat pass), so as to allow for the marking, return and feedback of other students' submissions.

### RE-SITS AND RE-TAKES

59. Absence from an assessed component with an attendance requirement (e.g. presentations, examinations), non-submission of an assignment, and a failing mark are all treated equally. In the event of extenuating circumstances, please see the College's Extenuating Circumstances (Diploma Assessment) Policy. In the absence of approved extenuating circumstances, the following applies.

### **RE-SITS IN THE CORE CURRICULUM**

60. For examinations, one opportunity to re-sit each examination is provided. For examinations originally sat in Michaelmas term, the re-sit is in the first half of Hilary term. For examinations originally sat in Hilary or Trinity term, the re-sit is in Week 0 (Freshers) of the following Michaelmas term, and several re-sits may be scheduled to occur within one day.
61. There is no re-take opportunity for the third-year summative coursework assignment.
62. Re-sit marks are capped at 40. In the presence of approved extenuating circumstances at the time of the original assessment, the cap can be removed.

### **RE-TAKES IN LAUNCH**

63. There are no re-takes for LAUNCH, except in special cases where approved extenuating circumstances exist and the nature of the assessment permits it. A student who is absent from a compulsory presentation, in the absence of approved extenuating circumstances, receives a mark of 0, regardless of work undertaken prior to the assessment date.

### **RE-TAKES IN THE ENRICHMENT COURSE**

64. There are no re-takes for Enrichment course assignments. Extensions can be granted only in the presence of approved extenuating circumstances.

## **DIPLOMA CLASSIFICATIONS**

### **CALCULATION**

65. A student must pass both components of the Diploma - the Core Curriculum and LAUNCH - in order to be awarded the Diploma.
66. A Pass mark in a component is 40 across all the assignments in that component, after the lowest mark (marks) has (have) been discounted according to the procedure outlined in paragraphs 26 – 58 above.
67. The marks used for this process are produced by the processes outlined in paragraphs 27 -32 for the Core Curriculum, and paragraphs 33 - 41 for LAUNCH.
68. The Core Curriculum and LAUNCH each contribute 50% of the final classification, which in turn is the mean of the two component marks achieved by the processes described in paragraphs 26 - 58.
69. The final numerical mark is converted to a Diploma classification as follows:

| Grade band of final Diploma mark | Classification |
|----------------------------------|----------------|
| 69.5 and above                   | Distinction    |
| 59.5-69.49                       | Merit          |
| 39.5-59.49                       | Pass           |
| 39.49 and below                  | Fail           |

### AWARDS NOTWITHSTANDING REGULATIONS

70. In the event of a final numerical mark falling on a borderline between classes (between 39 and 40 inclusive, between 59 and 60 inclusive, or between 69 and 70, inclusive), the student is considered for the higher class, for an award Notwithstanding Regulations.
71. An award Notwithstanding Regulations can be made under either of the following conditions:
  - 71.1 In the presence of extenuating circumstances during or immediately preceding a part of the student's Diploma assessment. Any extenuating circumstances must have been reported through the Extenuating Circumstances process, at the time of the adverse events, to be considered here.
  - 71.2 Where a student has made a considerable improvement in performance between different years of Diploma study. Considerable improvement can be demonstrated in one of two ways.
    - 71.2.1 An improvement of 20 or more marks between the average of the student's two Core assignments from an earlier year to a later year (and approximate maintenance of that level in third year, if the improvement was from first to second year).
    - 71.2.2 A mark in LAUNCH's Applied Capabilities course which is 20 or more marks higher than the student's overall mark in Introductory Capabilities.

### AWARDS

#### PROGRESSION

72. The College does not produce annual progression decisions or issue annual interim awards for the Diploma. Provided that a student has satisfied the requirements of the main Degree, s/he is permitted to progress to the next year of all Diploma curricula.
73. An unsatisfactory performance on the Diploma can lead to the student being placed on Report to Master status for the year that follows, whereby the student is required to report to the Master on a regular basis about his/her Diploma progress.

## **CLASSIFICATION DECISIONS AND THE BOARD OF EXAMINERS**

74. Classification decisions are made annually after the third year of study only, after all assessments have been marked and all marks and extenuating circumstances requests processed. The decisions are made by the Board of Examiners.
75. The purpose of the Board of Examiners is to enable confidential discussion of the application of the Diploma Regulations to any particular case where this may be required, and to decide the final Diploma classification.
76. After the conclusion of the third year of study, any extensions given for Diploma work must not exceed 30 June. In addition, any extenuating circumstances requests by third-year students must be submitted by 30 June with all relevant documentation.

## **DIPLOMA CERTIFICATES**

77. On passing the Diploma at the end of the third year of study, the student is awarded a certificate, which indicates completion of the Core Curriculum and LAUNCH, and the overall Diploma classification.
78. If the student has been assessed in, and passed, an Enrichment course, the Enrichment subject is named in the student's NCH Diploma.

## **MARKING AND MODERATION**

### **MARKING GUIDELINES AND COMMUNICATION OF MARKS**

#### **Marking in the Core Curriculum**

79. Critical Reasoning, Science Literacy, and Applied Ethics examinations and assignments are marked anonymously and moderated by a second marker.
80. Core Curriculum marking for assessments sat as scheduled should be completed within four weeks of the date of the examination.
81. In the event of a capped re-sit, the marker(s) will mark all scripts without penalty, and the Registrar will apply any penalties as decided by the Extenuating Circumstances process.
82. The ECO will liaise with the Registrar regarding any approved extenuating circumstances leading to absences on any attendance-based assessments.

#### **Marking in LAUNCH**

83. Assignments should be submitted in the manner instructed by the Dean of Careers. Each assignment is assessed by a relevant individual within LAUNCH. Assessment of presentations usually takes the form of a panel of judges, which would normally include the Dean of Careers, and written work is normally assessed by the Dean of Careers, taking advice from the relevant Visiting Fellow where appropriate.
84. LAUNCH marking and assessment, for assessments completed on time and as scheduled, should be completed within four weeks of the designated date of submission or the date of the assessment.

85. In the event of a late submission, the marker will mark all assignments without penalties, apply any penalties after marking, and report marks after penalties to the Registrar for the record. The ECO will liaise with the Dean of Careers regarding any approved extensions.
86. The ECO will liaise with the Dean of Careers regarding any approved extenuating circumstances leading to absences on any attendance-based assessments.

#### **Marking in Enrichment courses**

87. Enrichment assignments should be submitted via Moodle, are marked by the relevant course tutor as a first marker, and may be moderated by a second marker (see paragraph 93).
88. Enrichment assignment marking for assignments submitted on time should be completed within four weeks of the designated date of submission, subject to the same possibilities for extension as in paragraphs 42 - 54.
89. The ECO will liaise with markers regarding any approved extensions.
90. The ECO will liaise with markers regarding any acceptable and approved extenuating circumstances leading to absences on any attendance-based assessments.

#### **MODERATION OF MARKING**

##### **Moderation of marking the Core Curriculum**

91. Assessment in the Core Curriculum is moderated. Moderation is to be arranged by each Course Convenor within the Core Curriculum.

##### **Moderation of marking in LAUNCH**

92. Presentations are normally assessed by a panel of judges. A sample of written work across the spectrum of marks awarded (normally six to ten submissions) is sent to the Visiting Fellow who has taught the course, for review and comments.

##### **Moderation of marking in Enrichment courses**

93. A selection of Enrichment assignments from each set of submissions are to be given to a Moderator, that is, another member of the Faculty in the same subject area, for purposes of moderation of marking. If no other member of the faculty has sufficient expertise in the subject matter of the assignment, then an external moderator may be used. A minimum of two assignments, selected to represent the range of marks awarded, are to be moderated in each Enrichment subject group. In addition, any failing Enrichment assignment is to be second-marked by the same moderator and the mark agreed with the first marker.

#### **APPEALS**

94. The appeals process is not a way of circumventing the academic judgment of markers on the performance of students. It is a way of ensuring that all relevant circumstances are taken into account in assessment.

### **CORE CURRICULUM**

95. Appeals against assessments within the Core Curriculum should be discussed, in the first instance, with the tutor of the relevant unit, the Head of the Core Curriculum, or the student's Personal Tutor.
96. If a student wishes to appeal against any procedural matter regarding assessment within the NCH Diploma, he or she should contact SAS.
97. Appeals against academic judgment are not permitted. This means that re-marking of work will not be initiated on the sole grounds that an individual does not believe the mark reflects his or her academic ability.
98. In the last instance, after all other avenues have been duly exhausted, the judgment of any procedural appeal rests with the Master of the College.

### **LAUNCH**

99. Appeals against assessments within LAUNCH should be discussed, in the first instance, with the tutor of the relevant unit, the Dean of Careers, or the student's Personal Tutor.
100. If a student wishes to appeal against any procedural matter regarding assessment within the NCH Diploma, he or she should contact SAS.
101. Appeals against academic judgment are not permitted. This means that re-marking of work will not be initiated on the sole grounds that an individual does not believe the mark reflects his or her academic ability.
102. In the last instance, after all other avenues have been duly exhausted, the judgment of any procedural appeal rests with the Master of the College.

### **ENRICHMENT COURSES**

103. Appeals against assessments within the Enrichment course should be discussed, in the first instance, with the tutor of the relevant unit, the Head of Faculty of the Enrichment subject, or the student's Personal Tutor.
104. If a student wishes to appeal against any procedural matter regarding assessment within the NCH Diploma, he or she should contact SAS.
105. Appeals against academic judgment are not permitted. This means that re-marking of work will not be initiated on the sole grounds that an individual an individual does not believe the mark reflects his or her academic ability.
106. In the last instance, after all other avenues have been duly exhausted, the judgment of any procedural appeal rests with the Master of the College.

### **CONDUCT**

#### **ATTENDANCE**

107. Students are expected to comply with the College's Student Attendance Policy and be active participants in all of their Core and LAUNCH sessions, and also in Enrichment sessions for which a student wishes to receive credit. Notification of absence, with an attempted explanation, should be

communicated to SAS and the relevant tutor at the earliest possible opportunity.

108. A student whose attendance at Diploma teaching events and Professorial lectures has fallen below 70% at the time that they complete their degree, irrespective of in which year they have attended the Diploma teaching events, will not be awarded the Diploma. The exception to this are professorial lectures requiring specialist knowledge, which are indicated as such.

### **ACADEMIC MISCONDUCT AND PLAGIARISM**

109. On enrolling at the College, students are expected to familiarise themselves with the College's Plagiarism Policy.
110. Plagiarism and academic misconduct of any kind is taken extremely seriously by the College. If a piece of submitted work is found to include plagiarised material, the marker is to liaise with the Registrar and the Head of Faculty of the relevant subject. Details of sanctions can be found in the Plagiarism Policy.

### **QUALITY CONTROL AND ONGOING IMPROVEMENT**

111. Each member of staff should be regularly observed in a teaching context by another member of the Faculty, and observation should be followed by a feedback and discussion session.
112. Students' observations regarding the quality of teaching in any course should be directed in the first instance to the relevant Head of Faculty or Personal Tutor.
113. The College undertakes to maintain the high quality of its teaching through encouraging professional development and using the teaching resources, such as conferences and workshops, provided by the College.
114. Students are encouraged to liaise with their student representatives to ensure that concerns are expressed, whether directly to the relevant Head of Faculty or other tutor, at regular Student-Staff Liaison Committee (SSLC) meetings, via course feedback forms, or through the Student Union.

### **DEFINITIONS**

115. "College" means New College of the Humanities.
116. "Master" refers to the Master of the College. "Staff" means all persons employed in the service of the College. "Faculty" means those employed on the College's conditions of employment for all teaching roles.
117. "Academic Board" or "AcB" refers to the College's group of academic executives, and is typically comprised of the Master, Heads of Faculty, Dean of Careers, the Registrar, the Research Officer, and Head of Quality Assurance. "Board of Examiners" refers to a group of Academic and other

Staff, and is typically comprised of the Master, Heads of Faculty, Dean of Careers, and the Registrar.

- 118. "Core" refers to the Core Curriculum.
  - 119. "First year of study" refers to the year of matriculation, except in exceptional circumstances, which have been specifically approved by the Board of Examiners.
  - 120. Extenuating circumstances are defined in the College's Extenuating Circumstances (Diploma Assessment) policy.
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|                          |   |              |                |
|--------------------------|---|--------------|----------------|
| Title                    | NCH Diploma Regulations NCH DEGREE 2015   | Author       | Registrar      |
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| Version                  | 1.0   | Last updated | Rosalind Barrs |
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| Related policies         | Extenuating Circumstances (Diploma Assessment) Policy; Plagiarism Policy; Student Attendance Policy |              |                |
| External Reference Point |   |              |                |