



# Diploma Regulations 2017-18

## Single Honours 2013-15 Matriculating Cohort

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### INTRODUCTION

1. These regulations are for all students on the following degrees:
  - BA English (University of London International Programmes)
  - BSc Economics (University of London International Programmes)
  - BA History (University of London International Programmes)
  - BA Philosophy (University of London International Programmes)
  - BSc Politics & International Relations (University of London International Programmes)
  - LLB Law (University of London International Programmes)

### ABOUT THESE REGULATIONS

#### SCOPE OF THESE REGULATIONS

2. These regulations are effective from September 2017, for the 2013 - 2015 matriculation cohorts, 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. 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 College 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. The courses for the Contextual subject ask students to look beyond the boundaries of their main degree subject and study another subject in depth, with all the intellectual challenge of an undergraduate degree.
10. 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.
11. The NCH Diploma is an internal New College of the Humanities qualification and not part of the credit-bearing degree structure.

## THE NCH DIPLOMA

### THE NCH DIPLOMA

12. The NCH Diploma comprises THREE components:
  - 12.1 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
  - 12.2 The Contextual subject which comprises four courses. One course is normally taken in each of the Michaelmas and Hilary terms of the first and second years of study
  - 12.3 LAUNCH, which comprises two courses:
    - Introductory Capabilities
    - Applied Capabilities
13. To pass the NCH Diploma, all THREE components must be passed.

CORE CURRICULUM	CONTEXTUAL	LAUNCH
<b>1/3</b>	<b>1/3</b>	<b>1/3</b>
Six courses  Six assessments  Five best marks from six	Four courses  Eight assessments  Five or six best marks from eight*	Introductory Capabilities: 1/3 weighting  Applied Capabilities: 2/3 weighting

See the Assessment section below for details

### TEACHING IN THE CORE CURRICULUM

14. For the Core Curriculum, students are expected to complete six courses.

#### 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

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

### TEACHING IN THE CONTEXTUAL SUBJECT

16. The available Contextual subjects are Art History, Economics, English, History, Law, Philosophy, Politics & International Relations, and Psychology. Non-degree Contextual subjects might not be taught every year, depending on availability and demand.
17. It is possible to study two Contextual subjects, either by prior arrangement (such as the PPE and PPH Contextual curricula) or by changing after the first year of study. A student may change his/her Contextual subject choice to any other Contextual subject offered by the College, after the first year of study, provided that the first year of a Contextual curriculum has been or is on course to be

completed. A subject can only count as part of a Contextual curriculum if two courses have been successfully passed in that subject within one academic year.

18. The College will endeavour to accommodate desired changes of Contextual subject, provided that the desired change is reported to the Registrar before the end of Trinity term of the first year of study. Permission to change Contextual subject will normally be granted, but remains subject to timetabling and other constraints.
19. A Contextual subject consists of lectures and seminars. A student taking a Contextual subject is required to attend the lectures and seminars designated as Contextual sessions in that subject, in both main teaching terms of both the first and second years of study. At least 20 hours and no more than 30 hours of attendance are required in each of the two main teaching terms, either in the form of lectures, seminars or both. Non-attendance without extenuating circumstances will raise the question of whether the student can be deemed to have completed adequate elements in the Contextual curriculum.
20. All assessment shall take into account the possibility that the student may not have previous experience in the Contextual subject.

#### First year

Michaelmas	Contextual course I – lectures and seminars
Hilary	Contextual course II – lectures and seminars

#### Second year

Michaelmas	Contextual course III – lectures and seminars
Hilary	Contextual course IV – lectures and seminars

#### TEACHING IN LAUNCH

21. 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

**ASSESSMENT****GRADING SCALE**

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

<b>Alphanumeric</b>	<b>Numerical</b>	<b>Description</b>
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**

23. Each course carries at least one summative assessment. The date and time of the examination or assignment deadline is set and communicated to students at the start of the academic year in which it takes place. All assignments are assessed through the scale outlined in paragraph 22.
24. Non-attendance of a Core Curriculum examination (without approved extenuating circumstances) is equivalent to a mark of F3 (0). Re-take opportunities are outlined in paragraph 55 -57.
25. The final mark of the Core Curriculum is calculated from alphanumeric assessment marks by converting them to the numerical scale as in paragraph 22, 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.

26. The average of the five best marks is the final Core Curriculum mark. The pass mark in the Core Curriculum overall is 40.
27. The assessment of the Core assignments is carried out by relevant academics within four weeks of the examination date.
28. 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 Critical Reasoning II	Assessment Assessment	<b>Best five assessments count</b>
Second year	Science Literacy I Science Literacy II	Assessment Assessment	
Third year	Applied Ethics I Applied Ethics II	Assessment Assessment	
	<b>Six courses</b>	<b>Six assessments</b>	

### ASSESSMENT CONTEXTUAL SUBJECTS

29. Over two years of a Contextual curriculum, a student is expected to submit a total of eight assignments.

<i>First year</i>			<b>Best five or six assessments count*</b>
Michaelmas	Contextual course I	Assignment due Wk 8	
Hilary	Contextual course I	Assignment due Wk 1	
Hilary	Contextual course II	Assignment due Wk 8	
Trinity	Contextual course II	Assignment due June	
<i>Second year</i>			
Michaelmas	Contextual course III	Assignment due Wk 8	
Hilary	Contextual course III	Assignment due Wk 1	
Hilary	Contextual course IV	Assignment due Wk 8	
Trinity	Contextual course IV	Assignment due June	
	<b>Four courses</b>	<b>Eight assessments</b>	

\*See paragraphs 30-41

### Summative assignments

30. The Contextual curriculum is assessed through eight summative assignments, which are submitted throughout the academic year. 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 leader, in agreement with the Head of Faculty and AcB.

31. An assignment shall comprise 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 course will be an image test.
32. 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.
33. The assessment of assignments are carried out by the relevant course leader within four weeks of submission. Grades are given on a numerical scale of 0 to 100 and communicated to SAS, and to students, by the tutor.
34. An extension to this four-week period may be necessary if:
  - 34.1 There have been late submissions, where marks should not be communicated, or scripts returned, until all submissions for an assignment have been made, or
  - 34.2 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.
35. For summative assessments where a viva is not part of the assessment, Faculties can arrange drop-in sessions in which students are given their marks and feedback from the tutor. For summative assessments which include a viva, marks are sent to students by the tutor.
36. 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.
37. 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.
38. Non-submission of an assignment (without approved extenuating circumstances) is equivalent to a mark of 0.
39. For the Matriculation 2013 cohort, the final mark of the Contextual Curriculum **in all subjects except Art History** is the mean of the five best assignment marks.

40. For the Matriculation 2014 cohort and thereafter, the final mark of the Contextual Curriculum **in all subjects except Art History** is the mean of the six best assignment marks.
41. The final mark of the Contextual curriculum in **Art History, or any combination where the student switches to or from Art History after the first year**, is the mean of the following six elements: the best mark on an image test, and the best five marks of the remaining seven assignments (whether image tests, essays or other types of assignments).

### **Contextual seminars**

42. Contextual seminars are a required part of the Contextual curriculum, and attendance is monitored.

## **ASSESSMENT IN LAUNCH**

### **Introductory Capabilities**

43. 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.
44. The assessment of Introductory Capabilities is as follows: the 5 assignments in Hilary and Michaelmas are marked alphanumerically. The alphanumerical marks are then converted to numbers and the weakest 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**

45. The Applied Capabilities course is taken across the second and third years, 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 1 is a year-end project completed in the Trinity term of the second year. This course forms two-thirds of LAUNCH for classification purposes.
46. 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 carried 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**

47. LAUNCH assessment consists of thirteen assignments over the three years.
48. All assignments are assessed through the scale outlined in paragraph 22 [above]. Non-submission of a LAUNCH assignment (without approved extenuating circumstances) is equivalent to a mark of F3 (0).

49. 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.
50. 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.
51. 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.

### **LATE SUBMISSION**

52. 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.
53. For any piece of work submitted late, the following penalties are applied:
  - 53.1 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.
  - 53.2 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.
  - 53.3 No extenuating circumstances requests can be granted without submission of an Extenuating Circumstances Form to the ECO for approval.
  - 53.4 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**

54. 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**

55. 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.
56. There is no re-take opportunity for the third-year summative coursework assignment.
57. 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 CONTEXTUAL SUBJECTS

58. There are no re-takes for Contextual subject assignments. Extensions can be granted only in the presence of approved extenuating circumstances.

#### RE-TAKES IN LAUNCH

59. 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 presentation date.

### DIPLOMA CLASSIFICATIONS

#### CALCULATION

60. A student must pass both components of the Diploma - the Core Curriculum and LAUNCH - in order to be awarded the Diploma. 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 22-53.
61. The marks used for this process are produced by the processes outlined in paragraphs 23-28 for the Core Curriculum, paragraphs 29 -41 for Contextual subjects and paragraphs 43 – 51 for LAUNCH.
62. 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 the paragraphs 22 - 51
63. 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**

64. 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.
65. An award Notwithstanding Regulations can be made under either of the following conditions:
  - 65.1 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.
  - 65.2 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.
    - 65.2.1 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).
    - 65.2.2 A mark in the LAUNCH's Applied Capabilities course which is 20 or more marks higher than the student's overall mark in Introductory Capabilities.

## **AWARDS**

### **PROGRESSION**

66. 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.
67. 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**

68. 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.
69. 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.
70. 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**

71. 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, Contextual Curriculum and LAUNCH, and the overall Diploma classification.

## **MARKING AND MODERATION**

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

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

72. Critical Reasoning, Science Literacy, and Applied Ethics examinations and assignments are marked anonymously and moderated by a second marker.
73. Core Curriculum marking for assessments sat as scheduled should be completed within four weeks of the date of the examination.
74. 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.
75. The Extenuating Circumstances Officer will liaise with the Registrar regarding any approved extenuating circumstances leading to absences on any attendance-based assessments.

#### **Marking in the Contextual Curriculum**

76. Contextual assignments should be submitted via Moodle, are marked by the relevant course leader as a first marker, and may be moderated by a second marker
77. Contextual 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 30-41.
78. 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 Extenuating Circumstances Officer will liaise with markers regarding any approved extensions.
79. The Extenuating Circumstances Officer will liaise with markers regarding any acceptable and approved extenuating circumstances leading to absences on any attendance-based assessments.

#### **Marking in LAUNCH**

80. 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.

81. 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.
82. 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 Extenuating Circumstances Officer will liaise with the Dean of Careers regarding any approved extensions.
83. The Extenuating Circumstances Officer will liaise with the Dean of Careers regarding any approved extenuating circumstances leading to absences on any attendance-based assessments.

## **MODERATION OF MARKING**

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

84. 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**

85. 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.

## **APPEALS**

86. 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**

87. 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.
88. If a student wishes to appeal against any procedural matter regarding assessment within the NCH Diploma, he or she should contact SAS.
89. 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.
90. 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.

## **CONTEXTUAL CURRICULUM**

91. Appeals against assessments within the Contextual Curriculum should be discussed, in the first instance, with the tutor of the relevant course, the Head of Faculty for the Contextual subject, or the student's Personal Tutor.
92. If a student wishes to appeal against any procedural matter regarding assessment within the NCH Diploma, he or she should contact SAS.

93. 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.
94. 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**

95. 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.
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.

### **CONDUCT**

#### **ATTENDANCE**

99. Students are expected to comply with the College's Student Attendance Policy and be active participants in all of their Core and LAUNCH sessions. Notification of absence, with an attempted explanation, should be communicated to SAS and the relevant tutor at the earliest possible opportunity.
100. 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**

101. On enrolling at the College, students are expected to familiarise themselves with the College's Plagiarism Policy.
102. 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**

103. 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.

104. 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.
105. 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.
106. 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

107. "College" means New College of the Humanities.
108. "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.
109. "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.
110. "Core" refers to the Core Curriculum and 'Enrichment' refers to the Enrichment courses.
111. "First year of study" refers to the year of matriculation, except in exceptional circumstances, which have been specifically approved by the Board of Examiners.

Title	NCH Diploma Regulations (ULIP) 2017-18	Author	Registrar
Location	NCH Academic Handbook	Approved by	AcB
Version	1.0	Last updated	Rosalind Barrs
Publication date	September 2017	Review date	
Related policies	Extenuating Circumstances (Diploma Assessment) Policy; Plagiarism Policy; Student Attendance Policy		
External Reference Point			