



# Academic Regulations

Third Edition

17 August 2017

## Contents

INTRODUCTION .....	1
Academic Regulations – Third Edition (August2017) .....	1
SECTION 1 FOREWORD .....	2
(A) Introduction .....	2
(B) Codes of Practice .....	2
(C) Website .....	3
SECTION 2 SAA GLOBAL EDUCATION AWARDS .....	4
(A) List of SAA-GE Awards .....	4
(B) Definitions .....	4
“Credit” .....	4
“Modules” .....	4
“Programme” .....	5
“Awards” .....	5
“Academic Standards” .....	6
“Mode of Study” .....	7
“Transfer, Withdrawal and Discontinuation” .....	8
(C) General Principles of the Undergraduate and Postgraduate Curriculum .....	8
Academic Standards .....	8
An Awards Framework .....	9
Application of Regulatory Framework .....	9
Curriculum Structure .....	9
Credit Accumulation .....	9
Transparency and Flexibility .....	10
(D) Curriculum Structure .....	10
(E) Academic Standard of SAA-GE .....	11
Awards at Level 0 (Access) .....	11
Awards at Level 1 .....	12
Awards at Level 2 .....	14
Awards at Level 4 (postgraduate) .....	16
SECTION 3 CURRICULUM STRUCTURES AND DURATION OF STUDY .....	19
(A) Design Principles for Undergraduate and Postgraduate Curriculum .....	19
Curriculum Structure .....	19
Curriculum Content .....	20
Assessment of Students .....	20

(B) Academic Course Schedule.....	20
(C) Period of Registration.....	21
(D) General Requirements for Students .....	22
(E) Student Registration.....	23
(F) Intermission .....	23
SECTION 4 ADMISSIONS .....	24
(A) Principles .....	24
(B) Age of Entrants.....	24
(C) General Entry Requirements .....	24
(D) Specific Entry Requirements.....	25
Entry to Level 1.....	25
Entry to Level 2.....	26
Postgraduate Programmes.....	26
(E) International Applicants .....	26
(F) Accreditation of Prior Learning .....	27
Accredited Prior Learning.....	27
Accredit Prior Experiential Learning (APEL) .....	28
(G) Disabled Applicants and Applicants with Specific Learning Difficulties .....	29
SECTION 5 STUDENT CONDUCT, RIGHTS AND RESPONSIBILITIES.....	30
(A) Student Conduct .....	30
(B) Student Rights.....	30
(C) Student Responsibilities .....	31
SECTION 6 ASSESSMENT.....	32
(A) Introduction.....	32
(B) Purpose of Assessment .....	32
(C) Principles.....	32
(D) Equity and Clarity in Assessment.....	33
(E) Objectivity and Independence in Assessment .....	33
(F) Language of Assessment.....	34
(G) Module Assessment.....	34
(H) Submission of Work for Assessment.....	37
(J) Short Term Extensions .....	37
(K) Long Term Extensions (Deferral).....	38
(L) Exceeding Word Limits.....	39
(M) Module Re-Assessment: Number of Attempts, Form, Timing and Module Result .....	39

(N) Compensation.....	41
(P) Mitigation: Procedure in the Event of Illness or other Valid Cause .....	42
Consideration .....	43
Consequences.....	43
(Q) Conduct of SAA-GE Examinations.....	44
Introduction .....	44
Student Attendance at Examinations .....	44
General.....	45
Breaches of Academic Regulations Governing Examinations .....	46
Variations to the Academic Regulations Governing Examinations .....	47
(R) Individual Assessment Requirements .....	47
SECTION 7 ASSESSMENT PANELS AND EXAMINATION BOARD .....	48
(A) Introduction.....	48
(B) Assessment Panel.....	48
(C) The Examination Board (Mitigation Panel).....	49
(D) Examination Board (Review of Academic Progress) .....	50
(E) Delegation of Responsibility (Chair’s Action).....	52
SECTION 8 STUDENT CONTINUATION AND CONFERMENT OF AWARDS .....	53
(A) Student Review and Continuation .....	53
Academic Failure – Discontinuation .....	53
Accredited Prior Learning.....	54
Student Initiated Programme Transfer .....	54
(B) Eligibility for an Award .....	55
(C) Classification of Awards.....	55
Diploma .....	55
Advanced Diploma.....	56
Postgraduate Diploma (PG Dip).....	56
(D) Aegrotat Awards .....	56
(E) Posthumous Awards.....	57
SECTION 9 ACADEMIC APPEALS .....	58
(A) Introduction .....	58
(B) Grounds for an Appeal .....	58
(C) Submitting an Appeal .....	59
(D) Investigating an Appeal .....	59
(E) Appeal Panel: Membership.....	61

(F) Appeals Panel: Decisions .....	61
(G) Conduct of a Formal Hearing.....	62
(H) Hearing: Outcomes .....	63
Powers of the Appeals Panel.....	63
SECTION 10 ASSESSMENT OFFENCES .....	65
(A) Introduction.....	65
(B) Definitions.....	65
“Multiple Concurrent Offences” .....	66
“Plagiarism” .....	66
“Collusion” .....	67
(C) Initial Reporting of an Assessment Offence.....	67
(D) Stage 1: Programme Director Investigation .....	68
(E) Stage 2: Panel Hearing.....	68
(F) Penalties.....	70
SECTION 11 RESULTS, CONFERMENT, AWARD CERTIFICATES AND TRANSCRIPTS .....	74
(A) Publication of Results.....	74
(B) Conferment of SAA-GE Awards.....	74
(C) Award Certificates .....	75
(D) Transcripts .....	75
(E) Retracting an SAA-GE Award .....	76
APPENDICES .....	77

Document Number	EduTrust Criterion	Document Title	Version Number	Page Number
ARSC - 1	5 -3	Academic Regulations	1	1 of 100

## INTRODUCTION

### Academic Regulations – Third Edition (August2017)

- (i) This First Edition was approved by the Academic Board on **31 May 2012** for implementation from **1 June 2012**.
- (ii) The Second Edition was approved by the Academic Board on 19 August 2013 for implementation from 1 September 2013.
- (iii) The Third Edition was approved by the Academic Board on 17 August 2017 for implementation from 1 September 2017.

## SECTION 1 FOREWORD

### (A) Introduction

- 1.1 These Academic Regulations apply with effect from 1 September 2017 to all taught programmes at all levels (0, 1, 2 and 4 mapped to the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland, Second Edition, August 2008) leading to an SAA-GE award. The Academic Regulations supersede all previous regulations.
- 1.2 Separate Regulations apply to SAA-GE Certificate in English Proficiency (CEP) and Singapore CA Qualification programmes.
- 1.3 SAA-GE's Academic Regulations are the definitive statement over all other SAA-GE documents of the regulatory framework for programmes leading to a SAA-GE award at all levels. In the unlikely event of any discrepancy between the Academic Regulations and any other SAA-GE publication, the Academic Regulations take precedence and are applied in all cases.
- 1.4 All taught programmes leading to an SAA-GE award are required to adhere to these Academic Regulations, unless the Board has agreed otherwise.
- 1.5 The Academic Board is responsible for SAA-GE's academic standards. Through these Academic Regulations all references to "SAA Global Education (SAA-GE)" in the context of setting or maintaining academic standards should be understood to signify the Academic Board in the exercise of its responsibility for these matters.
- 1.6 The Academic Board has established an Academic Standards & Regulations Subcommittee, which, is responsible for the day-to-day operation of the Academic Regulations and rules on issues of interpretation and/or ambiguity that may arise from time to time and between meetings of the Academic Board. The Subcommittee is responsible for proposing any amendments to the Academic Regulations to the Academic Board during the AB meeting or via email discussion.  
  
The constitution of the Academic Standards & Regulations Subcommittee is:
  - Chaired by the Acting Academic Director
  - Min of one member of the AB
  - Min of one member of the EB
- 1.7 SAA-GE's Academic Regulations take full account of any Academic Infrastructure or Standards developed by CPE.

### (B) Codes of Practice

- 1.8 These Academic Regulations provide the regulatory framework for setting and maintaining SAA-GE's academic standards. They are complemented by a series of Codes of Practice through which, in conjunction with other mechanisms, SAA-GE academic standards and quality of education are maintained, assured and enhanced.

1.9 Each Code of Practice is approved by the Academic Board for use throughout SAA-GE. Throughout these Academic Regulations reference is made to the Codes of Practice, where appropriate.

1.10 The Codes of Practice cover the following quality assurance policies:

- Admissions
- Assessment of Students

## **(C) Website**

1.11 These Academic Regulations and Codes for Practice are available electronically on the following website:

[www.saage.edu.sg](http://www.saage.edu.sg)

Copies of the Academic Regulations and relevant Codes of Practice can be found in the **Current Students** section under the subheading **Academic Regulations**.



## SECTION 2 SAA GLOBAL EDUCATION AWARDS

### (A) List of SAA-GE Awards

2.1 SAA-GE confirms the following awards:

2.1.1 Undergraduate

- Advanced Diploma
- Diploma
- Certificate

2.1.2 Postgraduate

- Postgraduate Diploma (Not Applicable as of Sept 2017)
- Postgraduate Certificate (Not Applicable as of Sept 2017)

### (B) Definitions

These Academic Regulations incorporate the following definitions

#### “Credit”

2.2 **Credit** is an educational currency. Successful completion of a module leads to the award of an approved volume of credit at a prescribed level as set out in Regulation 2.18 (these parameters are known as a modules credit rating). Credits are accumulated as students’ progress through their period of study. Full-time students would normally take modules with a total value of 120 credits at any level.

#### “Modules”

2.3 A **module** is a discrete body of learning leading to specified learning outcomes which are formally assessed. Student achievement in a module is assessed either by fine grading or on a pass/fail basis. Assessment normally takes place within or at the end of the period in which the module is delivered, unless an exception to this principle for a specific module, programme or cohort has been agreed at the approval stage and subsequently by the Academic Board (or committee acting on its behalf). A module is managed by a **Module Leader** who may be supported by one or more **Module Tutors**.

2.4 The academic content, intended learning outcomes and assessment methods for a module are summarised on a **Detailed Module Descriptor** form (DMD). DMDs are formally approved during the academic approval process.

2.5 A module is categorised as either **compulsory** or **optional modules** when it is identified as a constituent module of a particular programme (for a definition of these categories see the definition for “programme” 2.7 and 2.8).

2.6 A module may also be placed in one of the following categories:

- A **pre-requisite module** is one which a student must take and pass (or be awarded a credit for) before proceeding to another specified module
- A **co-requisite module** is one for which a student can enrol only if s/he concurrently enrolls for one or more specified modules (both/all modules are normally taken at the same time)
- A **restricted module** is one which for reasons such as professional requirements may be taken only by students registered for a particular programme
- An **excluded module** is one which may not be taken in combination with one or more other modules
- A **non-credit module** is one which is required for a particular programme but does not accumulate credits.

### “Programme”

- 2.7 A **Programme** comprises an approved range of modules designed to prepare students for a named award. A student studying for such an award must be registered for the appropriate programme. Each programme is assigned an approved title designed to reflect the programme’s curriculum content. A programme is a prescribed set of modules, which may include compulsory and optional modules whose interrelationship is consistent with the design principles set out in the Academic Regulations and defined on a Programme Specification Form. A programme is managed by a **Programme Director**.
- 2.8 The **Programme Specification Form (PSF)** contains a definitive statement of the intended learning outcomes (see below for a definition of “learning outcomes”, Regulations 2.17 and 2.27) arising from successful completion of a particular programme. The PSF summarises the constituent modules for the programme, the learning and teaching methods that enable students to achieve the programme learning outcomes, and the assessment methods that enable students to demonstrate their achievement. The PSF is formally approved during the academic approval process.

### “Awards”

- 2.10 An **award** is the qualification (e.g. Certificate, Diploma, Advanced Diploma) conferred by SAA-GE on a student on successful completion of a period of study.
- 2.11 A **named award** is the generic term for a particular award and an approved programme title associated with that award (e.g. Advanced Diploma [award] Tourism [programme title]). SAA-GE does not confer unnamed awards.
- 2.12 An **intermediate award** is conferred on a student who, having originally registered for a programme leading to a higher award, has not completed that programme for whatever reason including:
- Academic failure
  - Preclusion from the award for disciplinary reasons
  - Voluntary withdrawal for personal, health or other reasons
- 2.13 An intermediate award is conferred only if a student has satisfied all the specific credit requirements for a designated stage within a programme leading to a named award. An

intermediate award bears the title of the original award (unless a professional, statutory or regulatory body requires otherwise).

- 2.14 A student on whom an intermediate award has been conferred may subsequently apply to register for a programme leading to a higher award (which may or may not be the programme for which the student originally registered), subject to the following conditions:
- Evidence of ability to benefit from the study involved and to contribute to the learning experience of other students
  - Satisfaction of the admissions criteria for the programme concerned at the time of registration, including an assessment of any proposed admission with prior learning and compliance with the maximum accredited prior learning (APL) which may be claimed as the basis for such admission under Section 4 of the Academic Regulations.
  - Re-registration and payment of the appropriate fee.
- 2.15 A **staged award** is conferred on a student at a defined point within the period of study for a higher award. It is conferred on successful completion of a subset of the specific credit requirements for the higher award on the understanding that the student is immediately proceeding to the higher award without re-registration. Staged awards are conferred to satisfy PSRB requirements (documentary evidence).
- 2.16 The SAA-GE Examination Board will decide if when a staged award is conferred students will receive a certificate in addition to any formal transcript.

### “Academic Standards”

- 2.17 SAA-GE uses **learning outcomes** to define academic standards and the level of student achievement. Learning outcomes describe at a threshold level the knowledge, understanding, affective and transferrable skills which students are expected to demonstrate on successful completion of a period of learning. Within SAA-GE’s modular curriculum structure, learning outcomes are expressed for both programmes and modules. Student achievement of the learning outcomes for individual modules contributes to student achievement of the learning outcomes of the programme for which they are registered.
- 2.18 **Level** is an indicator of the academic standard at which a module is delivered and assessed. Level is also used to define the academic standard of an SAA-GE award in terms of the knowledge, understanding and skills that an award holder is expected to demonstrate on successful completion of the associated programme.

2.19 These Academic Regulations recognise the following five levels within the curriculum

Level 0: Higher education access level

Level 1: Equivalent to the first year undergraduate standard

Level 2: Equivalent to the second year undergraduate standard

Level 3: Equivalent to the third and final year undergraduate standard

Level 4: equivalent to postgraduate taught standard

### “Mode of Study”

2.20 Students’ **mode of study** is the basis on which they are registered for a programme, namely, as a full-time or part-time student registered to complete an award within the minimum period of registration, as prescribed in the Academic Regulations.

2.21 With the approval of the Acting Academic Director (or designated alternative) students may register at SAA-GE to enrol for taught modules for which credit is awarded on successful completion but which themselves do not lead to an SAA-GE award. Such students are known as **Associate Student or Visiting Student** for which the following definitions apply:

- An **Associate Student** is a student admitted to SAA-GE to enrol for one or more taught modules up to a credit value of 80 credits, taking all elements of the assessment process for which credit is awarded on successful completion. An Associate Student is a registered student in a named Faculty (but is not registered for an SAA-GE award). Associate Students are subject to SAA-GE’s general entry requirements and are required to demonstrate that they have appropriate academic qualifications and/or experience to undertake the proposed modules. An Associate Student must provide this evidence prior to enrolment. An Associate Student who has accumulated 80 credits and who wishes to register for a programme leading to an SAA-GE award, must satisfy the specific entry requirements for that programme and, in doing so, may submit an admission with prior learning application, based on the 80 credits already achieved. The normal process for admission with prior learning are followed in such circumstances (see Section 4 of the Academic Regulations). The admission of all Associate Students is subject to the approval of the Acting Academic Director (or designated alternative). Also see Regulation 3.27.
- A **Visiting Student** is a student registered for an award at a higher education institution abroad who is admitted to SAA-GE for a semester or any other delivery pattern approved by the Academic Board to enrol for one or more taught modules, taking all elements of the assessment process for which credit is awarded on successful completion. A Visiting Student is a registered student with SAA-GE for the purposes of meeting local regulations, and remains a registered student of the overseas institution. In certain cases Visiting Students are admitted under a formal agreement between SAA-GE and an international partner institution. The admission of all Visiting Students is subject to the approval of the Acting Academic Director (or designated alternative).

- 2.22 All Associate Students and Visiting Students have access to the same services and facilities as other students and are governed by appropriate regulations within each Section of these Academic Regulations. Modules available to Associate and Visiting Students may be limited in certain circumstances e.g. in the case of Visiting Students by the terms of SAA-GE's agreement with the international partner institution.

### “Transfer, Withdrawal and Discontinuation”

- 2.23 The **Transfer** of a student from one programme to another is student initiated and is **not** the result of a decision to discontinue a student from a programme. A student may request the transfer from one programme to another under Regulations 8.10 – 8.14
- 2.24 **Withdrawal** from a programme is student initiated (and can occur for a variety of reasons) **or** is the consequence of persistent non-attendance without explanation (i.e. a student is deemed by SAA-GE to have withdrawn if there has been poor or no attendance and no communication from the student or a response to attendance monitoring messages). Withdrawal is **not** an outcome of the assessment process.
- 2.25 **Discontinuation** is a Tier 2 (Examination Board) assessment outcome and is therefore only relevant after academic failure. A student is discontinued when they are no longer able to continue to study towards his/her intended award (e.g. a student has exhausted all available re-take and/or replacement modules). The consequence of discontinuation may be the admission to an alternative programme or a Framework Award, the conferment of an intermediate award or the termination of the student's registration at SAA-GE.

## (C) General Principles of the Undergraduate and Postgraduate Curriculum

- 2.26 These general principles reflect SAA-GE's broad approach to curriculum design and development and inform the detailed design principles which follow (see Section 3 of these Academic Regulations).

### Academic Standards

- 2.27 SAA-GE's curriculum structure uses learning outcomes to define academic standards and the level of student achievement. Specifically:
- The primary level of student achievement is expressed in terms of intended learning outcomes at **programme** level
  - Intended learning outcomes at **module** level collectively contribute to student achievement of intended learning outcomes at programme level
  - Intended learning outcomes at module level define a threshold level of learning which all students who successfully complete the module are expected to demonstrate. Module learning outcomes are developed with reference to SAA-GE's Level Descriptors. Many students demonstrate learning above the threshold level. Such learning is calibrated in SAA-

GE's generic assessment criteria and marking standards which may be customised for modules within a particular subject area.

### **An Awards Framework**

2.28 SAA-GE's curriculum structure contains an awards hierarchy. Specifically:

- SAA-GE named awards are based on student achievement of clearly defined credit volumes at prescribed levels
- Attainment of credit which is insufficient to achieve a named award is recognised through the provision of an academic transcript summarising a student's achievement in individual modules.

### **Application of Regulatory Framework**

2.29 SAA-GE's curriculum structure ensure the comparability of academic standards across its named awards by applying a single set of Academic Regulations which applies to all students registered in all facilities and at all delivery points.

### **Curriculum Structure**

2.30 SAA-GE's curriculum structure is modular and requires students to demonstrate their progression through levels of knowledge and understanding. Specifically:

- Programmes lead to a named award and comprise modules of standard size or multiples thereof
- Each programme has a structured framework which prescribes compulsory and optional modules
- There are five levels of student learning and achievement in terms of the module (see Regulation 2.19)
- The levels are defined through SAA-GE's Level Descriptors (Levels 0-4)
- Academic standards at each level are set and maintained through module specific assessment criteria, related to module learning outcomes, to determine student achievement.

### **Credit Accumulation**

2.31 SAA-GE's curriculum structure is based on the accumulation of credit during a student's period of study. Specifically:

- A student who successfully completes a module is awarded a mark of at least 40% and the associated volume of credit
- Failure in a module can be retrieved by re-assessment or the retaking or replacement of modules within prescribed limits, as defined in the Academic Regulations and the appropriate Programme Specification Form (see Section 6 of these Academic Regulations)

- In certain circumstances and within prescribed limits (see Section 6 of these Academic Regulations) compensation is permitted for a failed module within an undergraduate programme. Compensation requires evidence of academic strength at a clearly defined level elsewhere within a student’s period of study
- Credit volume for a module is based on the notional learning hours required for successful completion of the module, using a ratio of 1 credit for 6 to 10 notional learning hours
- The accreditation of prior learning (APL) and the accreditation of prior experiential learning (APEL) are recognised within prescribed limits, as defined in the Academic Regulations (see Section 4 of these Academic Regulations).

### Transparency and Flexibility

2.32 SAA-GE’s curriculum structure is transparent and flexible. It provides opportunities for students to select modules from a designated range available within their programme, as defined in the Academic Regulations. Specifically:

- SAA-GE’s Academic Regulations are widely available to all students
- SAA-GE and the programme specific Student Handbooks provide guidance and advice to students, enabling them to make full use of the positive features of SAA-GE’s curriculum structure
- Students are permitted to vary their rate of learning within prescribed limits, as defined by the Academic Regulations
- Students are permitted to change programmes and/or modules within prescribed limits, as defined in the regulations

### (D) Curriculum Structure

2.33 A programme must contain a prescribed set of modules to fulfil the credit requirements for an SAA-GE award as detailed in the following table.

Award	Total Credit for Award (minimum)	Level 0	Level 1	Level 2	Level 4
<b>Undergraduate</b>					
Advanced Diploma	240		120	120	
Diploma	120		120		
Certificate	60-120	60-120			
<b>Postgraduate</b>					
Postgraduate Diploma	120				120
Postgraduate Certificate	60				60

2.34 At Postgraduate level SAA-GE is limited to offering Postgraduate Certificate and Diploma in accordance with PSRB requirements.

## (E) Academic Standard of SAA-GE

- 2.35 The academic standard of an SAA-GE award is defined in terms of the knowledge, understanding and skills that an award holder is expected to be able to determine on successful completion of the associated programme. Learning outcomes are used to describe appropriate levels of knowledge, understanding and skills for each award.
- 2.36 The academic standard of an SAA-GE award is also defined through the credit requirements set out in Regulation 2.33. These requirements are expressed in terms of the volume and level of credit which a student must accumulate during their period of study for a particular award.
- 2.37 SAA-GE's awards framework has been developed to reflect the QAA's Framework for Higher Education Qualification in England, Wales and Northern Ireland (Second Edition, August 2008) and is reviewed periodically by the Academic Board to ensure currency with that framework, thereby ensuring that the standards of SAA-GE awards are comparable with other UK higher education institutions.

### Awards at Level 0 (Access)

- 2.38 The following generic learning outcomes apply to all awards at Level 0:

#### 2.38.1 Knowledge and Understanding

##### (a) Development of knowledge and understanding (subject specific)

- Knowledge base: the learner has a given factual and theoretical knowledge base regarding the area studied
- Ethical issues: the learner is able to relate knowledge to personal beliefs and values

#### 2.38.2 Intellectual (thinking), Practical, Affective and Transferable Skills

##### (a) Intellectual skills (generic)

- Analysis: the learner can analyse straightforward data with guidance using given classifications/principles
- Synthesis: the learner can collect and sort ideas and information in a predictable and standard format
- Evaluation: the learner can evaluate data using defined techniques and tutor guidance
- Application: the learner can apply given tools/methods under supervision to well defined problems and identify basic issues

##### (b) Practical skills (subject specific)

- Application of skills: the learner can operate in predictable, defined contexts requiring the use of a limited range of standard techniques
- Autonomy in skill use: the learner is able to act effectively under guidance or supervision within defined guidelines



(c) Affective and transferable skills (generic)

- Group working: the learner can work effectively as a member of a team and recognise obligations to others for example, tutors, peers, and colleagues
- Learning resources: the learner can work within a defined context and can use and access a range of learning resources
- Self evaluation: the learner can identify own strengths and weaknesses within a given criteria
- Management of information: the learner can manage information and collect appropriate data from given sources and undertake simple supervised research tasks
- Autonomy: the learner can engage in self directed activity with appropriate support
- Communications: the learner can communicate in a format appropriate to the task and report in a clear and concise manner
- Problem solving: the learner can apply given tools/methods under supervision to well defined problems and identify basic issues
- Adaptation to context: the learner undertakes given and clearly defined role
- Performance: the learner undertakes given performance tasks that may be complex
- Team and organisational working: the learner adapts his/her own behaviour to meet obligations to others
- Ethical awareness and application: the learner has an awareness of the ethical issues in the main areas of study

2.39 SAA-GE Certificate

2.39.1 A student on whom a Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.38.

2.39.2 The credit requirements for a Certificate are defined in Regulation 2.33.

2.39.3 A Certificate is not classified.

2.39.4 A Certificate has no intermediate awards.

2.39.5 A Certificate cannot be conferred as an intermediate award within any other award.

### Awards at Level 1

2.40 The following generic learning outcomes apply to all awards at Level 1:

2.40.1 Knowledge and Understanding

(a) Development of knowledge and understanding (subject specific)

- Knowledge base: the learner has a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology

- Ethical issues: the learner can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values

#### 2.40.2 Intellectual (thinking), Practical, Affective and Transferable Skills

##### (a) Intellectual skills (generic)

- Analysis: the learner can analyse with guidance using given classifications/principles
- Synthesis: the learner can collect and categorise ideas and information in a predictable and standard format
- Evaluation: the learner can evaluate the reliability of data using defined techniques and tutor guidance
- Application: the learner can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues

##### (b) Practical skills (subject specific)

- Application of skills: the learner can operate in predictable, defined contexts that require the use of a specified range of standard techniques
- Autonomy in skill use: the learner is able to act with limited autonomy, under direction or supervision, within defined guidelines

##### (c) Affective and transferable skills (generic)

- Group working: the learner can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues)
- Learning resources: the learner can work within an appropriate ethos and can use and access a range of learning resources
- Self evaluation: the learner can evaluate own strengths and weaknesses within criteria largely set by others
- Management of information: the learner can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance
- Autonomy: the learner can take responsibility for own learning with appropriate support
- Communications: the learner can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner
- Problem solving: the learner can apply given tools/methods accurately and carefully to a well defined problem and begins to appreciate the complexity of the issues in the discipline
- Adaptation to context: the learner relates own role to specified and externally defined parameters
- Performance: the learner undertakes performance tasks that may be complex and non-routine engaging in self-reflection
- Team and organisational working: the learner works effectively with others and recognises the factors that affect team performance
- Ethical awareness and application: the learner demonstrates an awareness of ethical issues and is able to discuss these in relation to personal beliefs and values

## 2.41 SAA-GE Diploma

2.41.1 A student on whom a Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.40.

2.41.2 The credit requirements for a Diploma are defined in Regulation 2.33.

2.41.3 A Diploma may be classified (pass, merit or distinction).

2.41.4 A Diploma has no intermediate awards.

2.41.5 A Diploma may be conferred as an intermediate award within any other award.

## Awards at Level 2

2.42 The following generic learning outcomes apply to all awards at Level 2:

### 2.42.1 Knowledge and Understanding

(a) Development of knowledge and understanding (subject specific)

- Knowledge base: the learner has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks
- Ethical issues: the learner is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives

### 2.42.2 Intellectual (thinking), Practical, affective and Transferable Skills

(a) Intellectual skills (generic)

- Analysis: the learner can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data
- Synthesis: the learner can reformat a range of ideas and information towards a given purpose
- Evaluation: the learner can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected
- Application: the learner can identify key elements of problems and choose appropriate methods for their resolution in a considered manner

(b) Practical skills (subject specific)

- Application of skills: the learner can operate in situations of varying complexity and predictability requiring application of a wide range of techniques
- Autonomy in skill use: the learner is able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines

(c) Affective and transferable skills (generic)

- Group working: the learner can interact effectively within a team/learning group, giving and receiving information and ideas and modifying responses where appropriate
- Learning resources: the learner can manage learning resources for the discipline and can develop working relationships of a professional nature within the discipline(s)
- Self evaluation: the learner can evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement
- Management of information: the learner can manage information, and can select appropriate data from a range of sources and develop appropriate research strategies
- Autonomy: the learner can take responsibility for own learning with minimum direction
- Communications: the learner can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats
- Problem solving: the learner can identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner
- Adaptation to context: the learner identifies external expectations and adapts own performance accordingly
- Performance: the learner undertakes complex and non-routine performance tasks and analyses performance of self and others and suggests improvements
- Team and organisational working: the learner works interacts effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. The learner recognises and ameliorates situations likely to lead to conflict
- Ethical awareness and application: the learner is aware of personal responsibility and professional codes of conduct

2.43 SAA-GE Advanced Diploma

2.43.1 A student on whom an Advanced Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.42.

2.43.2 The credit requirements for an Advanced Diploma are defined in Regulation 2.33.

2.43.3 An Advanced Diploma may be classified (pass, merit or distinction).

2.43.4 An Advanced Diploma may have an intermediate award (Diploma).

2.43.5 An Advanced Diploma cannot be conferred as an intermediate award within any other award.

## Awards at Level 4 (postgraduate)

2.44 The following generic learning outcomes apply to all awards at Level 2:

### 2.44.1 Knowledge and Understanding

#### (a) Development of knowledge and understanding (subject specific)

- Knowledge base: the learner has depth and systematic understanding of knowledge in specialised/applied areas and across areas and can work with theoretical/research based knowledge at the forefront of their academic discipline
- Ethical issues: the learner has the awareness and ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions

### 2.44.2 Intellectual (thinking), Practical, Affective and Transferable Skills

#### (a) Intellectual skills (generic)

- Analysis: the learner with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively
- Synthesis: the learner with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of their discipline/practice
- Evaluation: the learner has a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches
- Application: the learner can demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations

#### (b) Practical skills (subject specific)

- Application of skills: the learner can operate in complex and unpredictable, possibly specialised contexts, and has an overview of the issues governing good practice
- Autonomy in skill use: the learner is able to exercise initiative and personal responsibility in professional practice
- Technical expertise: the learner has technical expertise, performs smoothly with precision and effectiveness and can adapt skills and design or develop new skills or procedures for new situations

#### (c) Affective and transferable skills (generic)

- Group working: the learner can work effectively with a group as leader or member. Can clarify task and make appropriate use of the capacities of group members and is able to negotiate and handle conflict with confidence

- Learning resources: the learner is able to use full range of learning resources
- Self evaluation: the learner is reflective on own and others' functioning in order to improve practice
- Management of information: the learner can competently undertake research tasks with minimum guidance
- Autonomy: the learner is independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development
- Communications: the learner can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently
- Problem solving: the learner has independent learning ability required for continuing professional study, making professional use of others where appropriate
- Adaptation to context: the learner autonomously adapts performance to multiple contexts
- Performance: the learner autonomously implements and evaluates improvements in performance drawing on innovative or sectoral best practice
- Team and organisational working: the learner works effectively with multiple teams as leader or member, clarifies and makes appropriate use of the capacities of team members resolving likely conflict situations before they arise
- Ethical awareness and application: the learner incorporates a critical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions

#### 2.45 SAA-GE Postgraduate Certificate

2.45.1 A student on whom a Postgraduate Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.44.

2.45.2 The credit requirements for a Postgraduate Certificate are defined in Regulation 2.33.

2.45.3 A Postgraduate Certificate is not classified

2.45.4 A Postgraduate Certificate does not have an intermediate award

2.45.5 A Postgraduate Certificate can be conferred as an intermediate award within another award (PG Dip, Masters)

#### 2.46 SAA-GE Postgraduate Diploma

2.46.1 A student on whom a Postgraduate Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.44.

2.46.2 The credit requirements for a Postgraduate Diploma are defined in Regulation 2.33.

2.46.3 A Postgraduate Diploma is not classified

2.46.4 A Postgraduate Diploma does not have an intermediate award

2.46.5 A Postgraduate Diploma can be conferred as an intermediate award within another award (Masters)

## SECTION 3 CURRICULUM STRUCTURES AND DURATION OF STUDY

### (A) Design Principles for Undergraduate and Postgraduate Curriculum

- 3.1 These design principles are the primary reference points for the development of the curriculum at all levels.
- 3.2 All taught programmes are delivered and assessed in English unless specifically approved by the Academic Board on an exceptional basis.

#### Curriculum Structure

- 3.3 Faculties are responsible for the modular content for all programmes. Compulsory and optional modules are identified for the total credit value of each award to which the programmes lead (as detailed in Regulation 2.33, column 2).
- 3.4 The curriculum in Level 1 (equivalent to the 1<sup>st</sup> year of an undergraduate degree) for all undergraduate programmes comprise a prescribed set of modules, **with no choice** except where the Academic Board gives express approval.
- 3.5 At Level 2 (equivalent to the 2<sup>nd</sup> year of an undergraduate degree) faculties have the option of including module choice through the availability of optional modules. The principle of module choice is subject to the following constraints:

<u>Compulsory modules</u> (minimum)		<u>Optional modules</u> (maximum)
Level 0	60 credits	0 credits
Level 1	80 credits	40 credits
Level 2	80 credits	40 credits

- 3.6 Faculty and Heads of Programmes are responsible for identifying pre/co-requisites.
- 3.7 Where module choice exists students are required to make their selection a minimum of 8 weeks prior to the commencement of the module or at the beginning of the programme.
- 3.8 SAA-GE reserves the right to enrol students for an appropriate module(s) if they do not complete their module selection by the published deadline.
- 3.9 Once module delivery has commenced students are not permitted to change their module selection except in circumstances deemed by the Acting Academic Director to be exceptional. SAA-GE makes no commitment to revise the teaching timetable to accommodate such changes in module selection, whatever the circumstances for those changes may be.



3.10 Module delivery is governed by the following principles:

- The minimum credit volume for a module is 10 credits (half-module)
- A 10 credit module may not be delivered across more than one semester
- Modules of 20 credits or more may run across one or two semesters but not across levels
- Module of 40 credits are permitted and may be delivered across more than one semester but not across levels
- The maximum credit volume for a module is 40 credits

3.11 All students are required to take at least one 20 credit module (or at least one module of a higher credit value) within each level of learning for an undergraduate or postgraduate programme.

3.12 On occasion, either in order to accommodate the requirements of a Professional, Statutory or Regulatory Body (PSRB), or to accommodate the requirements of overseas partner institutions, variations to the standard credit are permitted. These exceptions are approved at the academic approval stage by the Academic Board. Such exceptions are initially highlighted to the relevant Faculty at the Planning Approval stage, highlighting the resource implications, and are subject to final Academic Board approval on an individual basis.

3.13 Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) may be used both for student admission with prior learning to a programme and for subsequent exemption from a particular module(s) within the programme for which a student is registered. However, prior learning may not be double counted. A particular APL/APEL claim, if approved for admission with prior learning, may not subsequently be used for a different credit related purpose.

### Curriculum Content

3.14 English language modules are available though these would be treated as a non-credit module, unless the programme has made specific provision.

3.15 Generic Independent Learning Skills Modules (ILSM) are offered by Faculties, as appropriate, with Faculties taking responsibility for all aspects of the delivery of such provision.

### Assessment of Students

3.16 Assessment policies and procedures are set out in Section 6 of these Academic Regulations.

### (B) Academic Course Schedule

3.17 SAA-GE follows a standard academic course schedule for all programmes which:

- Lead to an SAA-GE award and
- Are attendance based

- 3.18 The academic course schedule comprises of:
- Periods of learning and teaching weeks
  - Assessment periods, including examination periods
  - Appropriate breaks for major holidays
- 3.19 Every programme, and its constituent modules, is delivered in a standard pattern of learning and teaching periods based on either:
- Two periods in the academic year (January to June and July to December)
  - Four semesters in a complete 12 month period (January-March, April-June, July-September, October-December)
- 3.20 The duration of each period would be 20 weeks, while each semester would last for a minimum of 10 weeks.
- 3.21 The pattern of learning for students' may vary according to the programme and there is no set commencement date.
- 3.22 SAA-GE may not require an overseas partner to adopt an academic calendar /course schedule similar to SAA-GE's.

### (C) Period of Registration

- 3.24 The minimum and maximum periods of registration for a programme leading to an SAA-GE award are detailed below (these include any period(s) of intermission and/or resubmission of work):

Awards	Total Credit	Min Period	Min with APL	Min with APEL	Max Period
<b>Undergraduate</b>					
Advanced Diploma	240	18mths	6mths	9mths	5 years
Diploma	120	9mths			30mths
Certificate	80	6mths			18mths
<b>Postgraduate</b>					
Postgraduate Certificate	60	4mths*	n.a	n.a	8mths*
Postgraduate Diploma	120	8mths*	n.a	n.a	16mths*

\* on a full-time basis, part-time would be on average twice as long.

- 3.25 The maximum period of registration can be exceptionally extended by the Examination Board when serious medium or long-term circumstances mean that a student is unable to study for significant periods of time within the period of registration and it, therefore, becomes

impossible for a student to complete his/her programme within the designated period (this provision is not designed to be used to extend the period of registration by an extra semester or year due to short-term or temporary illness)

- 3.26 The SAA-GE Examination Board confers the highest award for which a student is eligible. In certain circumstances the award may be an intermediate award rather than the award for which the student was originally registered (see Regulation 2.12). Students who fail to complete the award for which they are registered within the maximum period of registration may formally apply for re-admission and re-registration (for which an appropriate registration and tuition fee is charged). The credits previously awarded are considered for accreditation of prior learning but are not automatically approved for specific credit.
- 3.27 The minimum period of registration is for a single semester.

### **(D) General Requirements for Students**

3.28 To qualify for the conferment of an SAA-GE award students must:

- Satisfy, and provide evidence that they have fulfilled, SAA-GE's entry requirements in accordance with Section 4 of these Academic Regulations
- Be registered for an approved SAA-GE award. A student is not permitted to register concurrently for more than one taught programme leading to an SAA-GE award

either

- Regularly attend (meeting any attendance requirement) those taught elements as may be prescribed in Student Handbooks and/or Module Guides (for modules delivered by standard delivery methods)

or

- Fulfil the learning requirements prescribed in Student Handbooks and/or Modules Guides (for modules delivered by flexible and distributed learning including e-learning)
- Undertake and successfully complete in accordance with Section 6 of these Academic Regulations the assessment and, where applicable, re-assessment processes for the programme for which they are registered and its associated modules
- Satisfy the credit requirements of the programme for which they are registered in terms of volume and level of credit, as prescribed in the Academic Regulations
- Have paid the appropriate tuition fees for their studies and met all their financial obligations to SAA-GE.

## **(E) Student Registration**

- 3.29 Students must complete SAA-GE's registration process at the commencement of their period of study and annually thereafter until they are considered by the SAA-GE Examination Board for the highest award for which they are eligible.
- 3.30 At initial registration and at each subsequent registration process students commence a "registration period" which extends for twelve months.

## **(F) Intermission**

- 3.31 Registered students may apply for a period of intermission of up to 12 calendar months during which they may suspend their studies for personal reasons (e.g. health, family, financial). This period may be extended in exceptional cases but only with the prior approval of the Head, Academic Programmes. Students must seek advice and support from appropriate SAA-GE advisors (Student Advisor or Programme Director) before any prolonged absence from their studies.
- 3.32 Any period of intermission must have an approved start and an approved return date which, in the latter case, must take full account of the academic coherence and requirements of the programme for which the student is registered. The approved start and return dates may not necessarily coincide with the published start date and end date of a semester.
- 3.33 Any period of intermission must be authorised in writing and in advance by the appropriate post holder (Acting Academic Director or designate). SAA-GE is unable to guarantee to students that the programme for which they originally registered will still be available when they resume their studies.
- 3.34 During an approved period of intermission students remain registered students for their programme at SAA-GE and are entitled to have access to certain SAA-GE facilities and systems. However, since intermitting students are no longer active, they are not entitled to certain other benefits or services related to their studies.
- 3.35 Intermitting students who do not return to re-register for their programme within 20 working days after the approved date of return from their period of intermission are discontinued from his/her programme. Discontinuation under these circumstances does not prevent a student from subsequently seeking re-admission to the programme at SAA-GE from which they have been discontinued (see Regulation 4.13).
- 3.36 Students who experience difficulties with their studies due to personal reasons and/or who are considering withdrawing from SAA-GE should seek advice about the most appropriate course of action before formally completing an SAA-GE Withdrawal Form.

## **SECTION 4 ADMISSIONS**

### **(A) Principles**

4.1 SAA-GE has sole discretion to determine:

- The entry criteria for each programme which may include criteria defined by a professional statutory and regulatory body
- The admission of an individual applicant to a particular undergraduate or postgraduate programme against the entry criteria for that programme

### **(B) Age of Entrants**

4.2 SAA-GE does not set a lower age limit for admission which is set at 17 years of age.

4.3 SAA-GE reserves the right to set a minimum age limit for certain programmes to meet PSRB requirements.

4.4 There is no upper age limit for admission to any SAA-GE programme.

### **(C) General Entry Requirements**

4.5 SAA-GE sets, makes explicit and publishes the entry requirements for each undergraduate and postgraduate programme and the means by which the eligibility of each applicant is assessed.

4.6 These entry requirements include the educational qualifications (including minimum grades to be achieved) and the knowledge and skills required for admission.

4.7 Applicants are admitted to SAA-GE based on an assessment that:

- They are able to benefit from the study involved
- They have the capacity to complete the programme on which they are registered and to achieve the prescribed standard for the award
- They satisfy the specific entry requirements for the programme

4.8 This assessment is based on a range of factors including applicants' educational, professional and personal experiences and competencies and their potential contribution to the programme. Applicants will also be considered on their ability to be self-organised and to work well independently and with others, their motivation to learn and their demonstration of interest in the subject area.

4.9 The decision to admit an applicant is based solely on an assessment of the merit of each individual case.

- 4.10 SAA-GE seeks to ensure that all applicants are considered on an equitable basis and that no applicants are considered less favourably due to their nationality, race or ethnicity, gender, marital status, disability, sexuality, political or religious beliefs or other unjustifiable grounds.
- 4.11 Applicants admitted to SAA-GE must provide evidence that they have satisfied the entry requirements and documentary evidence that they have obtained the prescribed educational qualifications, including SAA-GE's English language requirements if a student's first language is not English (see Regulation 4.19), before registering at SAA-GE.
- 4.12 Applicants for admission to SAA-GE must have completed the application process in the period up to and including the Friday of the second teaching/learning week of the first semester, to the programme on which they wish to register. Such applicants must satisfy Regulation 4.11
- 4.13 A student who has been discontinued from a programme by the SAA-GE Examination Board because of academic failure is not permitted to apply for re-admission to the same programme unless all of the following criteria have been met:
- At least 6 months has lapsed between the date of discontinuation and the date of the application for re-admission
  - The student is able:
  - To provide clear evidence of a change in personal circumstances since the date of discontinuation
  - To demonstrate a positive commitment to resume study at higher education level
  - To demonstrate an enhanced knowledge-base and/or relevant experience e.g. based on employment in the period since discontinuation
  - The student has been formally interviewed by at least two members of academic staff whose decision to re-admit the student is unanimous.

## (D) Specific Entry Requirements

### Entry to Level 1

- 4.14 The minimum academic qualifications required for admission to Level 1 of a SAA-GE award are detailed in the individual programme details and may vary according to the structure of the programme.
- 4.15 Exceptionally, evidence of an equivalent learning achievement may be considered to qualify for admission, provided the applicant demonstrates that he/she has achieved the required level of knowledge and skills e.g. through documentary evidence, personal interview, written work, relevant work experience, or a combination of these factors and/or he/she meets the entry requirements of a programme accredited by a PSRB. These exceptional cases are formally considered by the Acting Academic Director (or designate) before the student registers for a programme leading to an SAA-GE award. Appropriate processes have been established by the committee to ensure that such decisions are made in a timely fashion. Analysis of admissions decisions made under this delegated responsibility is considered annually by the Academic Board.

## Entry to Level 2

- 4.16 In certain circumstances students may be able to enter direct to Level 2 based on their qualifications and meeting the APL or APEL requirements.

## Postgraduate Programmes

- 4.17 The minimum qualification required for admission to a postgraduate programme is one of the following:
- A recognised honours degree
  - Extensive relevant practical experience, either on its own or taken in combination with other qualifications, deemed by the Academic Board (or committee acting on its behalf) as evidence that an applicant possesses the appropriate knowledge and skills equivalent to an Honours Degree.

## (E) International Applicants

- 4.18 International applicants must possess educational qualifications which are deemed by SAA-GE to be equivalent to those specified under Regulations 4.14-4.17 for admission to the appropriate programme and level of study.
- 4.19 Applicants whose first language is not English are required to demonstrate proficiency in English language before they are admitted to SAA-GE through possession of one of the following English language qualifications:

### **Undergraduate**

GCE 'O' level (minimum C6)  
IELTS 5.5  
TOEFL iBt 65  
SAA-GE CEP Upper-Intermediate

### **Postgraduate**

GCE 'O' level (minimum C6)  
IELTS 6.5  
TOEFL iBt 79  
SAA-GE CEP Advanced

- 4.20 For the purpose of these Academic Regulations the above qualifications represent benchmark standards of English language proficiency for admission to SAA-GE. Applicants may satisfy SAA-GE's English language requirements through possession of a qualification deemed by the Academic Board (or committee acting on its behalf) to be the equivalent to one of the above.
- 4.21 Where students do not have one of the qualifications listed in Regulation 4.19, and have studied in an English Language medium at a recognised institution in Singapore for more than 18 months, this would be taken as proof.
- 4.22 Specific English language requirements for certain programmes may require a higher level of achievement than stated in Regulation 4.19.
- 4.23 Applicants admitted with credit under a formal agreement between SAA-GE and an international partner institution are not required to satisfy the English language requirements

set out in Regulation 4.19. Their admission is based on a recommendation from the partner institution which includes an assessment of their English language proficiency.

- 4.24 International applicants who satisfy SAA-GE's English language entry requirements may be required upon registration with SAA-GE to take a diagnostic English language test. This test is designed to assist SAA-GE in its provision of on-going learning support to such students.

## (F) Accreditation of Prior Learning

*[The following Regulations relate solely to admission with prior learning and do not apply to cases where a student subsequently wishes to submit an additional claim for accredited prior learning (APL) or accredited prior experiential learning (APEL) for exemption from a particular module(s) within the programme he/she is registered. Prior learning/experiential learning may not be double counted. A particular APL or APEL claim, if approved for admission with prior learning, may not subsequently be used for a different credit-related purpose.]*

- 4.25 Students may be admitted with credit to a particular undergraduate or postgraduate programme through the accreditation by SAA-GE of prior learning (APL) or prior experiential learning (APEL). Students seeking admission with prior learning based on APL or APEL are not permitted to register for a programme leading to an SAA-GE award until such admission has been approved in writing.
- 4.26 Students seeking admission with prior learning may combine APL and APEL up to a total of two thirds of the total credit requirement for the programme on which they wish to register, of which no more than half of the total credit requirement may be based on APEL.
- 4.27 An SAA-GE award certificate does not indicate if an award, which has been conferred includes APL or APEL credit. Where APL or APEL credit has been given this will be indicated on the official transcript.

### Accredited Prior Learning

- 4.28 Students seeking admission with prior learning based on APL may be granted no more than two thirds of the total credit requirement for the programme on which they wish to register.
- 4.29 Learning for which APL is sought must have been completed within **five years (60 months)** of submission of an admission with prior learning application. For certain programmes the five year period of currency may be reduced in view of advancements in the subject area. If the learning is beyond the five year currency limit, applicants are required to provide evidence of updating their professional knowledge and practice. This evidence comprises all of the following:
- CV: to cover employment history, focussing on how the applicant has maintained their knowledge and practice since qualifying with the award(s) they are seeking credit for
  - Evidence of successful completion of relevant CPD training, if applicable
  - Reflective statement: detailing how knowledge and practice has remained up to date



- An employer reference: on institutionally headed paper or exceptionally, an email directly from the employer's institution, confirming that the applicant's job and current practices in the subject area in which the applicant is intending to study
- 4.30 Students admitted with APL credit who subsequently transfer for whatever reason to a programme leading to an award comprising a lower volume of credit are required to complete at least one third of the total credit requirement for the new award by taking SAA-GE modules contained within the PSF for that award.
- 4.31 Admission with prior learning based on APL is formally considered by the Programme Director (or designated person) under the responsibility delegated by the Academic Board. Any decision to admit a student with credit based on APL must be made before the student formally commences his/her studies. Complex applications are considered by the Head, Academic Programmes. An audit of a sample of admissions is considered annually by the Academic Board (or a committee acting on its behalf).
- 4.32 Programme Directors consider individual applications for admission with APL credit with reference to programme tariffs approved by the Academic Board (or a committee acting on its behalf).
- 4.33 The marks or grades obtained for accredited prior learning, including such learning which has resulted in the conferment of an award, do **not** contribute to the algorithm used to determine the classification of an SAA-GE award.

#### Accredit Prior Experiential Learning (APEL)

- 4.34 Students seeking admission with prior learning based on APEL may be granted no more than **half** of the total credit requirement for the programme on which they wish to register.
- 4.35 Currency is assessed through the portfolio or agreed alternative evidence submitted for assessment.
- 4.36 Students admitted with APEL credit who subsequently transfer for whatever reason to a programme leading to an award comprising a lower volume of credit are required to complete at least one half of the total credit requirement for the new award by taking SAA-GE modules contained within the PSF for that award.
- 4.37 Admission with prior learning based on APEL is formally considered by the Programme Director (or designated person) under the responsibility delegated by the Academic Board. Any decision to admit a student with credit based on APEL must be made before the student formally commences his/her studies. Complex applications are considered by the Head, Academic Programmes. An audit of a sample of admissions is considered annually by the Academic Board (or a committee acting on its behalf).

## **(G) Disabled Applicants and Applicants with Specific Learning Difficulties**

- 4.38 Applicants with a disability or specific learning difficulties are considered using the same entry requirements as all other applicants.
- 4.39 Such applicants are strongly encouraged to disclose the nature of their disability or specific learning needs on their application form or to contact SAA-GE Student Support Services directly to enable SAA-GE to consider the provision of appropriate support for their studies.
- 4.40 In making an assessment of the student's needs, SAA-GE abides by all current legislation governing this area and makes any reasonable adjustments to enable the applicant, if successful to attend SAA-GE.
- 4.41 Any needs identified as a result of the assessment are conveyed, on a confidential basis, to other appropriate departments within SAA-GE.
- 4.42 An analysis of students admitted under these arrangements is conducted annually by the Student Administration for consideration by the Academic Board (or a committee acting on its behalf).

## SECTION 5 STUDENT CONDUCT, RIGHTS AND RESPONSIBILITIES

### (A) Student Conduct

- 5.1 All students have a responsibility to comply with SAA-GE's Rules and Regulations for Students approved by SAA-GE Management.
- 5.2 A copy of the Rules and Regulations for Students is given to all students as part of the Student Handbook. They include:
- Student Charter
  - Student Conduct and Discipline
  - Payment of Tuition Fees
  - Registration
  - Notification of address
- 5.3 Students who are in breach of the Rules and Regulations may be liable to disciplinary action.

### (B) Student Rights

- 5.4 Students have the right to:
- Be informed about the basis for determining their classification, and/or their overall level of achievement in the award for which they are registered, as set out in these Academic Regulations (see Section 8)
  - Be informed about the assessment methods and assessment criteria for the individual modules they are taking (see Section 6)
  - Be provided with teaching and/or tutorial guidance in preparation for the assessment of the award for which they are registered and of the individual modules they are taking
  - Be assessed and, where appropriate, be re-assessed in accordance with the Academic Regulations (see Section 6)
  - Request a review of an examiner's decision if there is evidence of any irregularity in the conduct of the assessment process or if a student's performance has been affected by personal circumstances which, for valid reasons, could not be notified to the examiners before the examiner's decision was taken, and to have that request formally considered by the body authorised to consider such requests (see Section 9)
  - To submit any claim for mitigation in accordance with these Academic Regulations (see Sections 6 and 7)
  - Be considered (but not necessarily individually) on any proposed changes to the Academic Regulations governing student continuation and assessment which relate to students currently registered on programmes to which those changes apply and which may directly affect individual students
  - Seek redress through the appropriate channels if SAA-GE, without valid causes, has failed to provide the teaching and/or tutorial guidance specified in these Academic Regulations or

has failed to provide reasonable alternative arrangements or has failed to provide information on assessment processes, procedures and methods.

### **(C) Student Responsibilities**

5.5 Students have the following responsibilities:

- To attend regularly those taught elements as may be prescribed in Student Handbooks and/or Module Guides
- To participate in learning activities in those taught elements in an appropriate way
- To attend the prescribed examinations and to submit work for assignments in accordance with the Academic Regulations, without committing an assessment offence or otherwise seeking to gain an unfair advantage
- To fulfil their other obligations as set out in the Student Charter and/or Student Handbook or Module Guide.

## **SECTION 6 ASSESSMENT**

### **(A) Introduction**

- 6.1 These Academic Regulations provide the regulatory framework for SAA-GE's assessment processes. Policies and procedures for the detailed implementation and quality assurance of those processes are set out in the Examination Board Code of Practice on the Assessment of Students which has been designed to compliment, and read in conjunction with, the Academic Regulations.

### **(B) Purpose of Assessment**

- 6.2 The purpose of assessment is to:
- Enable students to demonstrate whether they have achieved the intended learning outcomes of the programme for which they are registered and/or of its constituent modules
  - Measure and grade the outcome of students' learning in terms of knowledge acquired, understanding developed and skills gained
  - Provide students with formal and informal feedback on their learning, thereby helping them to improve their performance
  - Provide the necessary evidence to determine whether students are eligible to proceed to the next stage of their award, to qualify for an award, and/or have demonstrated competence to practice

### **(C) Principles**

- 6.3 Students are registered for a programme leading to an award and are required to present themselves for assessment (including re-assessment) at the appropriate time.
- 6.4 The assessment of students in terms of their eligibility for an SAA-GE award is based on their achievement in the assessment of prescribed modules within the programme for which they are registered.
- 6.5 All forms of module assessment are determined by and conducted by SAA-GE at approved times published in advance.
- 6.6 Students are responsible for ensuring that they submit all items of assessment by the prescribed deadlines and present themselves for examination on the published dates.
- 6.7 On successful completion of a module students are awarded a module result and an approved volume of credit at a defined level. The accumulation of credit at an appropriate level(s) is used to determine whether students are eligible to continue/proceed to the next stage of their award, to qualify for an award, and/or have demonstrated competence to practise.

- 6.8 Decisions on the outcome of all assessment processes, whether for an individual or group of students, are made only by:
- A formally constituted Assessment Panel (for the approval of module results)
  - The formally constituted SAA-GE Examinations Board established by the Academic Board, and reporting to the Academic Board.

(See Section 7 of these Academic Regulations for the terms of reference and membership of the SAA-GE Boards)

- 6.9 The determination of award classifications and other levels of overall student achievement is based on a SAA-GE wide system of arithmetic calculation (see Section 8 of these Academic Regulations for details). There is no discretion to:
- Alter students' marks or results after they have been formally approved by the Examination Board
  - Adjust the arithmetic calculation used to determine an award classification (see Section 8 for details of the algorithm used for each award).

#### **(D) Equity and Clarity in Assessment**

- 6.10 Equity and clarity are key principles governing SAA-GE's assessment procedures (see Code of Practice on the Assessment of Students).
- 6.11 Mechanisms to ensure their fulfilment, as well as the accuracy of individual marks, include (for details see the Glossary to the Code of Practice on the Assessment of Students):
- The systematic use of published assessment criteria and marking standards
  - Marking schemes
- 6.12 Faculties are responsible for ensuring that no individual student or group of students is disadvantaged by the nature of an assessment task or marking system used.

#### **(E) Objectivity and Independence in Assessment**

- 6.13 SAA-GE's assessment procedures are also governed by the principles of objectivity and independence.
- 6.14 Mechanisms to ensure their achievement include (for details see the Glossary to the Code of Practice on the Assessment of Students):
- Anonymous marking, wherever practicable
  - Double marking in certain circumstances
  - A uniform system of internal and external moderation

6.15 Faculties are responsible for ensuring that SAA-GE’s policies on objectivity and independence in assessment are effectively implemented and consistently applied.

## (F) Language of Assessment

6.16 The language of assessment for all programmes leading to an SAA-GE award is English unless otherwise approved by the Academic Board. Examples of such exemptions include (this is not an exhaustive list):

- Appropriate assessment methods in modern foreign languages
- Appropriate stages of dual awards
- Students transferring APL in certain circumstances

## (G) Module Assessment

6.17 A module must be assessed by at least one item of assessment unless it is a non-assessed placement module for which “P credit” is awarded. The number of items of assessment and the weighting to be assigned to each item is specified on the Detailed Module Descriptor (DMD) at the academic approval stage and is published to students in the Student Handbook and/or Module Guide.

6.18 There is a maximum of two items of assessment for a 10 credit module and a maximum of three items of assessment for modules with a higher credit volume. A Major Project is normally assessed by a single item of assessment.

6.19 Exceptionally, the method of assessment for a module may vary depending on its delivery method (e.g. face-to-face, distance learning, blended learning or work-based learning). Such variants are considered at the approval stage. The basis on which the variants are used is set out in the Notes of Guidance for the DMDs.

6.20 The following tariffs, defining the maximum volume of module assessment in relation to credit volume, apply to modules contributing to all taught programmes:

### Undergraduate modules (Levels 1-2)

Module Credit Volume	Assessment Items	Word Limits	Examination Equivalence	Other Equivalence
10 credits	1 or 2 maximum	Up to 3,000	Up to 1 hour equivalence per 1,500 words	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Seminars</li> <li>• Labs</li> <li>• et al</li> </ul> must be achievable within the notional learning hours set aside for assessment within the total for the module
20 credits	3 maximum	Up to 4,500	As above	
40 credits	3 maximum	Up to 7,500	As above	
20 credit Major project	1	Up to 9,000	Not applicable	
40 credit Major project	1	Up to 13,500	Not applicable	

### Postgraduate modules

Module Credit Volume	Assessment Items	Word Limits	Examination Equivalence	Other Equivalence
10 credits	1 or 2 maximum	Up to 4,000	Up to 1 hour equivalence per 1,500 words	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Seminars</li> <li>• Labs</li> <li>• et al</li> </ul> must be achievable within the notional learning hours set aside for assessment within the total for the module
20 credits	3 maximum	Up to 6,000	As above	
40 credits	3 maximum	Up to 9,000	As above	
20 credit Major project	1	Up to 11,000	Not applicable	
40 credit Major project	1	Up to 15,000	Not applicable	

6.22 The word limits and examination duration equivalence for any module whose credit rating is not 10, 20, or 40 credits (as permitted by Regulation 3.12) is determined in accordance with the following principles and approved at the academic approval stage by the Academic Board (or committee acting on its behalf):

- Undergraduate modules: a work limit ratio for written assignments of 200 words per one credit for taught modules and an examination length ratio of up to one hour per 1,500 words equivalent
- Postgraduate modules: a word limit for written assignment of 250 words per one credit for taught modules and an examination length ratio of up to one hour per 1,500 words equivalent
- For modules at all level, other than non-written forms of assessment (e.g. presentations, artefacts etc) must be achieved within the notional hours sets aside for assessment as defined in the relevant DMD.

6.23 All items of assessment are marked on a fine graded or pass/fail basis, as defined on the DMD. The pass level for modules which are fine graded is 40%.

6.24 Bands of marks, based on a percentage scale, are used for all items of assessment which are fine graded.

6.25 A module result is determined by calculating a weighted arithmetic mean of the mark of each item of assessment. A module result is rounded to the nearest integer i.e. less than 0.5 is rounded down and greater than or equal to 0.5 is rounded up.

6.26 Assessment criteria and marketing standards (see Code of Practice on the Assessment Standards for a definition of these terms) are used to define and evaluate student achievement in the completion of assessed work for an individual module.



- 6.27 Generic assessment criteria and marking standards, approved by the Academic Board, are published to staff and students in SAA-GE publications, including the Code of Practice on the assessment of Students and Student Handbooks.
- 6.28 The generic assessment criteria and marking standards may be customised, as appropriate, and are published to staff and students in Module Guides and/or Student Handbooks.
- 6.29 Students taking a module will be graded on an overall pass/fail as defined in the assessment grading scheme for that module regardless of the marks obtained in each assessment component.
- 6.30 Students who are absent; with or without valid reason or who fail a module will be referred to a 2<sup>nd</sup> attempt of re-assessment by way of Examination.
- 6.31 Students who fail a module at the first attempt are permitted **one** further opportunity to pass the module unless, they satisfy the criteria for compensation. (see the Regulations governing compensation for details 6.70-6.77).
- 6.32 Students who are at their Final semester (all existing paper passed) will be allowed a 3<sup>rd</sup> attempt re-assessment by way of examination. After which, students will then proceed for a re-module.
- 6.33 Students must pass (or be awarded credit for) any module categorised as a compulsory module within the programme for which they are registered (see Regulation 6.64 – 6.69 and 7.18 – 7.20 for the consequences of failing a compulsory module).
- 6.34 Students who have already passed a module may not be re-assessed in or retake that module in order to improve their module result.
- 6.35 The SAA-GE Examination Board when reviewing awards is not permitted to amend a module result which has been agreed by an Examination Board Assessment Panel.
- 6.36 In exceptional circumstances and when the mitigation process and/or the identification of alternative means of assessment have been exhausted, the Chair of the Academic Board, acting on behalf of the Board, and on the recommendation of the SAA-GE Examination Board, may award an aegrotat pass in a module, provided there is sufficient evidence that the student would have achieved the appropriate level of knowledge, understanding and skills if it had not been for illness or other valid cause. A module result is not awarded and the credits are recorded as aegrotat (“A”) credits on the student record system. An annual report on the use of such credits is submitted to the Academic Board.
- 6.37 In exceptional circumstances the Chair of the Academic Board, acting on behalf of the Board and on the recommendation of the SAA-GE Examination Board, may exempt a student from a specified volume of credit at a particular level. A mark is not awarded and the credits are recorded as exempted (“E”) credits on the student record system. An annual report on the use of such credits within each faculty/department is submitted to the Academic Board.

## **(H) Submission of Work for Assessment**

- 6.38 The submission of work for assessment is the responsibility of the student alone.
- 6.39 Students are required to ensure that:
- All written assignments (including reports associated with practice or workplace assessments) are received in the appropriate administrative office by the published deadline (on or before the due date) and that all pages including the Assignment Cover Sheet (2 copies) are securely fastened (e.g. stapled or bound).
  - They receive one copy of the Assignment Cover Sheet duly notarised and dated as proof of submission. Without proof of submission, SAA-GE takes no responsibility for any assignment that goes missing. The assignment is deemed a failure in such circumstances.
  - They retain a copy of all written work submitted for assessment or re-assessment
  - They retain all proof of submission cover sheets and tutor comments, until the module has been considered by the SAA-GE Examination Board (Awards Board) and the period of appeal has expired (see Section 9 of these Academic Regulations)
- 6.40 Students are also required to ensure that all non-written work for assessment (e.g. an artefact, a performance, preparation of electronic data) is presented in the required format, by the published deadline and at the prescribed location.
- 6.41 Students should ensure that, where practicable, they retain a copy of the non-written work submitted.
- 6.42 Students should also ensure that such work is retained with tutor comments for external moderation or for any other reason considered valid by the Academic Board.
- 6.43 Marks for late assignments submitted within the next 3 calendar days from the assignment due date will be capped at 40%. A mark of zero will be awarded for late assignment submission after 3 calendar days from the submission deadline.

## **(I) Short Term Extensions**

- 6.44 A student may request an extension to a submission deadline when circumstances outside the student's control have arisen which prevents submission or are likely to result in significant underperformance if the original deadline is enforced.
- 6.45 Students must submit their request to the Examination Department before the submission deadline. The Examinations Officer will consider such requests under the supervision and delegated authority of the Programme Director.

- 6.46 The Examination Officer will have the delegated authority to approve extensions of up to five working days.
- 6.47 The following are acceptable reasons for such a request:
- Short-term illness
  - A short-term illness for whom the student has a responsibility for care
  - Authorised absence from SAA-GE during teaching weeks
  - Other reasons considered acceptable by the Programme Director (or the designated staff member)
- 6.48 The following are **not** acceptable reasons for such a request:
- Academic related workload
  - Misreading the instructions on submission deadlines in the Student Handbook/Programme Guide/ Module Guide/Timetable
  - Computer disc, printer or other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work)
  - Unauthorised absence from SAA-GE (e.g. holiday taken during teaching weeks)
- 6.49 If approved, a copy of the form approving any extension must be attached by the student to the submitted assignment.
- 6.50 An annual report on the use of short term extensions is considered by the Examination Board (or delegated sub-committee).

### **(K) Long Term Extensions (Deferral)**

- 6.51 Long term extensions of up to one year are considered and approved if, in the view of the Programme Director (or nominee), the student is experiencing personal or professional difficulties and use of other measures would:
- Result in significant disadvantage to the student's academic performance and/or ability to complete his/her studies
  - Exacerbate an existing health problem or result in additional stress related problems
  - Fail to address the underlying problem or issue which is unpredictable in nature.
- 6.52 A long term extension (Deferral) may also be considered and approved where there are practice related issues which can be resolved only through additional time for completion.
- 6.53 Long term extensions are viewed as exceptional solutions and are used only in circumstances where officers are confident that the individual merits such action.
- 6.54 All long term extensions are considered on a confidential basis.
- 6.55 An annual report on the use of long-term extensions is considered by the Examination Board (or delegated sub-committee)

## (L) Exceeding Word Limits

- 6.56 A written assignment must not exceed the maximum word limit set for that assignment. Students are required to enter an accurate word count on the Assignment Cover Sheet.
- 6.57 When a written assignment is marked, the excessive use of words beyond the stated word limit is reflected in the academic judgement of the piece of work which results in a lower mark being awarded for the piece of work. The DMD for a module which is graded on a pass/fail basis must specify whether submission of a written assignment exceeding the word limit results in failure in the module.
- 6.58 In determining the text to be included within the maximum word limit, the following items are excluded:
- Abstracts
  - Indented quotations (of more than 50 words)
  - Tables
  - Figures
  - Diagrams
  - Footnotes/endnotes used for reference purposes and kept within reasonable limits
  - List of references and/or bibliography
  - Appendices

## (M) Module Re-Assessment: Number of Attempts, Form, Timing and Module Result

- 6.59 Students who fail a module at the first attempt are permitted **one** (without attendance) further opportunity to pass the module, subject to:
- The Academic Regulations governing compensation
  - The outcome of any claim for mitigating circumstances
  - The provisions of Regulation 6.64-6.69 below)
- 6.60 The Examination Board determines the form and timing of re-assessment for each module on the following basis:
- either (a) the form of re-assessment is normally a resit of examination. Exceptionally, an alternative method of re-assessment is provided e.g. where the original method of assessment can no longer be repeated for an individual student.
- or (b) the re-assessment is undertaken after further attendance (where deemed necessary in view of the subject area e.g. laboratory work for a science based subject).
- 6.61 Formal re-assessment by written examination is held in the following semester, (alternative arrangements may be approved by the Examination Board, where applicable). The SAA-GE Examination Board determines the earliest appropriate re-assessment point for each student.

6.62 Students who are required to resit an examination but who fail to present themselves for the examination at the appropriate time are deemed to have revoked their opportunity for re-assessment and are failed in the module at re-assessment.

6.63 In determining whether a student has passed a module on re-assessment, this is based on students passing the re-assessment, but the reported mark is capped at 40%.

*[NB: Regulations 6.64-6.69 below apply only to students registered for a programme leading to a named award. They do not apply to Associate Students or Visiting Students]*

6.64 Any student who fails a 10 or 20 credit module after re-assessment is permitted within the limits prescribed in Regulation 6.68:

either (a) to re-take the same module (whether compulsory or optional) with attendance.

or (b) if the failed module is classified as an optional module, to replace it with an alternative module (with attendance) at the same level from the list of designated modules set out in the relevant PSF (subject to availability) .

When re-taking a module, or taking a replacement module, students are entitled to the normal two attempts (first attempt and resit) to pass the module as defined in Regulation 6.59.

6.65 An appropriate alternative to the attendance requirement is applied where a module is delivered by flexible and distributed learning, including e-learning.

6.66 The module result for the first attempt at a re-taken module under Regulation 6.64 (a) is capped at 40%. Marks achieved for individual assessment elements undertaken on the original take are **not** carried forward to the re-take of the module.

6.67 The module results for the first attempt at a replacement module under Regulation 6.64 (b) is **not** capped.

6.68 The maximum combined value of re-taken with attendance and replacement modules taken by a student under Regulations 6.64-6.67 is 40 credits at any one level and, for those programmes where the intended award comprises more than 120 credits, 80 credits for the programme.

6.69 Any student who fails re-taken and/or replacement modules after re-assessment and who has exhausted the maximum combined value of re-taken and replacement modules permitted under Regulation 6.68, is automatically considered by the SAA-GE Examination Board under the regulations governing student review and continuation (see Section 8 of these Academic Regulations), subject to the outcome of any claim for mitigation under the Regulations governing mitigation.

## (N) Compensation

- 6.70 Compensation for a failed module is considered, in certain circumstances and in accordance with the following principles and criteria, by the SAA-GE Examination Board. Compensation is applied at the earliest point in the assessment process when the student becomes eligible for consideration.
- 6.71 The principle of compensation applies to all programmes except for those programmes containing fewer than 120 credits. Compensation may be excluded from other programmes (or element(s) within them) only if exclusion is required for PSRB reasons (for which written evidence is required at the academic approval stage).
- 6.72 If the principle of compensation is excluded from a programme and/or module an appropriate reference must be made on the PSF and/or DMD.
- 6.73 Compensation is based on a student’s overall performance in the programme for which he/she is registered and is considered at levels 0, 1, and 2.
- 6.74 Compensation requires evidence of academic strength at a clearly defined level elsewhere within a student’s period of study and is exercised within the following limits:

<b>Award</b>	<b>Limits to volume and level of compensation</b>
<b>Advanced Diploma</b>	Maximum of 40 credits for the entire programme and maximum of 20 credits at any one level
<b>Diploma</b>	Maximum of 20 credits for entire programme
<b>Certificate (if 120 credits)</b>	Maximum of 20 credits for entire programme

- 6.75 Compensation for a failed module is considered by the SAA-GE Examination Board only if all the following criteria have been satisfied when applied to an individual student:
- SAA-GE modules totalling at least 60 credits (including any credit awarded for prior learning) have been passed at the level for which compensation is being considered
  - The weighted mean result of the passed, fine graded modules contained within the required 60 or more credits (but excluding any non-graded credit awarded for prior learning) is 55% or higher
- 6.76 If **all** of the above criteria have been satisfied, the SAA-GE Examination Board:
- Compensates the failed module
  - Retains the module results at the failed level
  - Classifies the module result as a “Pass” (by compensation)
  - Awards the appropriate volume of credit for the module

- 6.77 Compensation is not discretionary. If all of the above criteria have been satisfied, the SAA-GE Examination Board must compensate a student for a failed module at the earliest point when the student becomes eligible for consideration. If a student is eligible for compensation in more than one failed module, the following principles are applied (subject to the limits of volume and compensation defined in Regulation 6.74):
- The module with the larger credit volume is compensated first
  - If two or more modules with the same credit value are eligible for compensation, the module(s) with the highest result(s) is/are compensated first.

### **(P) Mitigation: Procedure in the Event of Illness or other Valid Cause**

- 6.78 Mitigation is the process by which SAA-GE makes allowances for any matter or circumstances which may have seriously affected a student's performance in an assessment element(s) (including an element submitted for re-assessment).

#### **Eligibility**

- 6.79 Mitigating circumstances must have had a seriously adverse effect on the student's performance **and** have been unanticipated and beyond the student's control.
- 6.80 The following reasons are considered as acceptable grounds for mitigation:
- A serious illness which is not a permanent condition
  - The death, or serious illness, of a close family member, a friend or person for whom the student has a responsibility of care
  - Sudden or unforeseen circumstances beyond the reasonable control of the student
- 6.81 The following reasons are **not** considered acceptable grounds for mitigation;
- Have attempted the assessment but claim that his/her poor performance was affected by an illness on the assessment date without any supporting documents. Poor awareness of SAA-GE's Academic Regulations
  - Being unaware of, or misunderstanding, a submission deadline or the date of an examination
  - Computer, disc, printer or any other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work).
- 6.82 A disability which emerges during a student's studies may be considered under the mitigation process at the first assessment point after it emerges. Following diagnosis and assessment of the effects of the condition SAA-GE makes allowance and in doing so enables the student to be assessed on the same basis as other students.
- 6.83 Mitigation is considered only in sudden or unexpected circumstances. Students are strongly encouraged to disclose recurrent problems affecting their performance in assessment so that SAA-GE can provide appropriate help and/or make allowance with regard to the assessment

process. Such recurrent problems, if disclosed by a student, are considered on a strictly confidential basis.

- 6.84 Original claims for mitigation and documentary evidence(s) must be submitted by the student or in exceptional circumstances (e.g. when a student has been hospitalised) to the Programme Director, no later than two working days after the submission deadline of assessed work or the date on which an examination has been sat. Mitigation claims and documents submitted after two working days will not be considered by the Board. Exceptionally, if the documentary evidence(s) in support of a claim cannot be provided by the submission deadline, the claim is submitted within the deadline but without the documentary evidence. In such circumstances the evidence must be submitted within a further ten working days. In exceptional cases a student may request that the detail of the original claim is not disclosed to the Examination Board Panel (see Regulation 6.86-6.92 for details of the process for considering claims). In such cases only the Chair of the Panel has access to the detail of the claim and submits a recommendation to the Panel for consideration.
- 6.85 A claim for mitigation, once formally submitted, **cannot** be withdrawn.

### Consideration

- 6.86 Claims for mitigation are considered against two criteria:
- The basis of the claim is an acceptable grounds for mitigation
- and**
- The claim is supported by documentary evidence (a contact telephone number in the case of close family bereavement) which must accompany the claim wherever practicable.
- 6.87 Claims for mitigation are considered only if the above criteria are satisfied.
- 6.88 Claims for mitigation are submitted to Examination Department for an initial check whether both criteria have been satisfied before the claim is formally considered.
- 6.89 Claims for mitigation are considered by the SAA-GE Examination Board (or appointed sub-committee/panel) in confidence.
- 6.90 The constitution and terms of reference of the SAA-GE Examination Board (or appointed sub-committee/panel) are set out in Section 7 of these Academic Regulations.

### Consequences

- 6.91 The outcome of a successful mitigation claim is that:
- Any mark achieved for the relevant element(s) is annulled



- The student is required to take either the assessment or the re-assessment in the mitigated element(s) at a time determined by SAA-GE. In certain circumstances the student may be required to retake the module as a first attempt in order to be assessed in the mitigated element.
  - The module result will not be capped unless it is a further attempt at a re-assessment following a previous failure.
- 6.92 A student may not submit an academic appeal on any ground which has already been considered and rejected by the SAA-GE Examination Board unless additional evidence in support of the original mitigation claim is provided for the purpose of the appeal and there is a valid reason (supported by evidence) why the additional evidence was not submitted with the original mitigation claim.

## **(Q) Conduct of SAA-GE Examinations**

### **Introduction**

- 6.93 These Academic Regulations apply only to formal invigilated examinations held at SAA-GE or to examinations administered by a partner institution, whether in Singapore or overseas, under an approved validation, franchise or other arrangement.

### **Student Attendance at Examinations**

- 6.94 Students are responsible for presenting themselves at the examination room in good time before the examination is due to begin. If an examination is held outside of SAA-GE, students are required to comply with any local instructions in addition to these Academic Regulations.
- 6.95 Students who fail to attend an examination for whatever reason must contact Examination Department (or the appropriate member of staff) for advice as soon as possible (see also Regulation 6.78-6.92 concerning mitigating circumstances).
- 6.96 Students are normally admitted to the examination room ten minutes before the stated time of the examination but only when instructed to do so by an invigilator.
- 6.97 Students are permitted to enter the examination room up to 30 minutes after the official start of the examination, but not normally thereafter. If there are abnormal or extenuating circumstances leading to the late arrival of a student, the invigilator has discretion to admit the student after the first 30 minutes has expired, provided no student has already left the examination room. Additional time for any student arriving after the start of an examination is not permitted in any circumstances.
- 6.98 Students are admitted to the examination room only on production of their student ID card (or other means of identification deemed acceptable to SAA-GE) which they must place in a prominent position on their desk. The invigilator uses the ID card as evidence of identity when completing the attendance register.

- 6.99 Students must not leave their place without prior permission of an invigilator. This will not be given in the first 30 minutes or the last 15 minutes of an examination.
- 6.100 Students wishing to leave the examination room temporarily must seek the prior permission of an invigilator, and are liable to be accompanied throughout their absence by the invigilator or another person designated by the invigilator when permitting that student temporarily to leave the examination room. Any student who leaves the examination room without prior permission of an invigilator is deemed to have withdrawn from the examination and cannot be re-admitted.
- 6.101 Students wishing to leave the examination room permanently before an examination has ended must first attract the attention of an invigilator to ensure that their scripts are collected and secured by the invigilator. They should take care not to disturb other students when leaving and must observe the Academic Regulations governing the conduct of examinations until they are outside the room. A student whose script has been collected and secured by an invigilator in this way cannot be re-admitted to the examination room.

## General

- 6.102 On entering the examination room, students are subject to the authority of the invigilators and must act according to their instructions.
- 6.103 Once they are in the examination room students must neither have in their possession nor make use of any book, manuscript, calculator, palm-top computer, tablet, mobile phone (or other communication device) or any other aid which has not been approved prior to the start of the examination. Students whose first language is not English are normally permitted to take into the examination room a single-volume, bilingual dictionary (without annotation) except where the examination is in an applied English language or modern foreign language subject.
- 6.104 The approved use of calculators, specified reference books or other equipment for certain examinations is published by the relevant academic department (or SAA-GE Examination Board) and in the rubric for the examination question paper. The department and examination rubric define precisely the type of calculator, title of book(s) and/or type of equipment permitted in each case. The use of electronic dictionaries or translators is not permitted.
- 6.105 Students who bring unauthorised items to their places by mistake must inform an invigilator as soon as they discover the presence of such items.
- 6.106 Coats, briefcases, bags, mobile phones and other devices (which must be switched off) and similar items must be deposited in the examination room as directed by an invigilator. All such items are deposited at the sole risk of the student.
- 6.107 Students must use only the official examination stationery provided. Students are not permitted to remove any script, rough work, official stationery (excluding the examination question paper) or equipment from the room.

- 6.108 Unless otherwise authorised in the examination rubric, students must use only blue or black ink in completing the examination answer book(s). A pencil may be used only for drawing of diagrams.
- 6.109 During the examination students must not communicate in any way with any person other than an invigilator.
- 6.110 A student is permitted to attract an invigilator's attention by raising his/her hand. A student must not leave his/her place without prior permission of an invigilator.
- 6.111 Smoking is not permitted in the examination room.
- 6.112 A student who, in the opinion of the invigilators, causes any disturbance, which may include eating or drinking and continues to do so after warning, is required to leave the examination room and cannot be re-admitted.
- 6.113 Students are given a warning when 30 minutes and 5 minutes of the examination are still remaining.
- 6.114 Students must not start writing, other than to complete the identification details on the answer book, until given permission to do so by the invigilator.
- 6.115 Students must stop writing as soon as they are instructed to do so at the end of the examination. An invigilator determines the end of the examination.
- 6.116 At the end of the examination students must remain seated and silent until all scripts have been collected and until dismissed from the examination room by an invigilator.

### **Breaches of Academic Regulations Governing Examinations**

- 6.117 A student whom an invigilator believes to be using unfair means (including unauthorised aids, copying or communicating with others) is so informed by the invigilator and his/her answer book market at the appropriate place. Unless the student is required to leave the examination room under any other Regulation, she/he is permitted to continue the examination.
- 6.118 A student breaching any of these Academic Regulations is reported to the SAA-GE Examination Board and the matter considered in accordance with the regulations governing assessment offences (see Section 10 of these Academic Regulations).

## Variations to the Academic Regulations Governing Examinations

6.119 If the nature of an examination makes necessary any variation of these Academic Regulations, students are informed of such variation by the invigilators before the start of the examination.

## (R) Individual Assessment Requirements

6.120 Special arrangements may be needed for those students assessed to have a permanent or long-term disability or who suffer a temporary disability or disposition during the examination period. Any variation in the approved assessment methods for a modules takes full account of:

- “reasonable adjustments” for the student, as determined by Examination Department in accordance with SAA-GE’s policies for supporting students with disability.
- The intended learning outcomes of the programme and/or module for which the student is registered/enrolled.

6.121 Guidelines are contained in the Code of Practice on the Assessment of Students.

6.122 An analysis of the number of students and the nature of the individual assessment requirements covered by these arrangements is conducted annually by Examination Department for consideration by the Academic Board (or committee acting on its behalf).

## SECTION 7 ASSESSMENT PANELS AND EXAMINATION BOARD

### (A) Introduction

- 7.1 SAA-GE operates a single tier assessment process for its programmes (level 0 to level 4).
- 7.2 Decisions on the outcomes of all assessment processes, whether for an individual or a group of students, are made by:
- A formally constituted Assessment Panel established by the Academic Board.
- 7.3 The constitution of the Assessment Panel and Examination Board are set out in the Examination Board terms of reference.
- 7.4 The SAA-GE Examination Board (or delegated committee) will also have responsibility for considering all claims for mitigation submitted under the appropriate Regulations and for determining the outcome in all cases
- 7.5 The SAA-GE Examination Board (or delegated committee) will also have responsibility for reviewing academic progress of all students registered and for making recommendations on student continuation.

### (B) Assessment Panel

- 7.6 The terms of reference for the Assessment Panel are:
- To ensure that appropriate academic standards are set for all assessed work for modules within their remit (including consideration of mean marks, standard deviation, and comparisons with student achievement in previous years and/or assessment periods)
  - To consider and approve assessment marks
  - To consider the appropriateness of mark ranges in the context of anticipated or normative mark standards and to moderate where appropriate
  - To consider and approve module results and the award of associated credit
  - To determine for a student who has failed a module on the first attempt the form and timing of re-assessment on the following basis:
    - either (a) the form of re-assessment is normally a resit of the failed elements. Exceptionally, an alternative method of re-assessment is provided e.g. where the original method of assessment can no longer be repeated for an individual student.
    - or (b) the re-assessment is undertaken after further attendance (where deemed necessary in view of the subject area).
  - To identify those modules for which incomplete marks have been submitted for referral to the Programme Director for action, where appropriate
  - To consider any matters referred by the Academic Board

- To ensure that decisions on module results are accurately recorded and are available to the appropriate Review Subcommittee and to the Examination Board (Awards).

7.7 The constitution of the Assessment Panel is:

- The Examination Board as directed by the TOR
- The Programme Director (s)
- External Examiners, where appropriate
- Internal Assessors, where appropriate

7.8 The quorum for the meetings of the Assessment Panel is 50% of the Examination Board. The following members must attend for the decisions of the meeting to be valid unless unforeseen circumstances exceptionally prevent attendance, in which case appropriate alternative arrangements should be made provided the circumstances arise a sufficient time in advance of the meeting:

- The Programme Director

7.9 The Assessment Panel meets before the Examination Board (Awards Board).

7.10 Depending on the volume of business, the Assessment Panel has the authority to combine panels.

### **(C) The Examination Board (Mitigation Panel)**

7.11 The SAA-GE Examination Board (Mitigation Panel) is a Subcommittee (at the discretion of the Examination Board) of the Examination Board with delegated authority to consider all claims for mitigation.

7.12 The EB(MP)'s term of reference is to consider all claims for mitigation and to determine the outcome in all cases in accordance with the Regulations governing mitigation.

7.13 The constitution of the SAA-GE EB(MP) is:

- The Chair or Deputy Chair of the EB
- Min of one other member of the EB
- SAA-GE QA Manager (or nominee)
- One representative from SAA-GE Student Administration

The Chair is the QA Manager (or nominee).

7.14 The quorum for the EB(MP) is 4 members.

7.15 The EB(MP) meets before the Exam

ination Board reviews academic progress.

## (D) Examination Board (Review of Academic Progress)

- 7.16 The Examination Board as a whole reviews student academic progress and makes recommendations/approves on an individual basis on student continuation/discontinuation or the eligibility for the conferment of an award.
- 7.17 The Examination Board's term of reference for review are:
- To review the academic achievement of all students registered with SAA-GE
  - To assess whether students are eligible for an award and to recommend to the Academic Board the conferment of such awards, with appropriate classifications if applicable
  - To make recommendations whether a student who has failed a module at the first attempt should be required to undertake re-assessment, as agreed by the Assessment Panel, following further attendance (where deemed necessary).
  - To identify those students, who having failed a module after re-assessment, are permitted under Regulations 6.64 – 6.69 to re-take the same module or take a replacement module within the limits prescribed in Regulation 6.68.
  - To recommend whether continuation or discontinuation is approved for each student (see Regulations 7.18-7.19 below) or whether a student is eligible for an award. In making these recommendations the Board takes into account the following:
    - All module results
    - Cases where a student is eligible for compensation
    - Cases where marks have been annulled as a result of successful mitigation
    - Cases where, after mitigation and compensation have been taken into account, a student has too many re-assessments outstanding to proceed immediately to new learning
    - Student intermissions
    - The outcome of any disciplinary process on an academic, professional or personal matter
    - Student withdrawals
    - Cases where a student is likely to withdraw through persistent non-attendance or is required to do so for this reason. Students in this category are not referred to the Exams Board (as withdrawal is not an outcome of the assessment process – see Regulation 2.24) but the appropriate withdrawal process is completed
  - To recommend that compensation for a failed module is applied on an individual student basis in accordance with the Regulations governing compensation
  - Exceptionally, on the recommendation of the Chair of the Mitigation panel, to consider any new and relevant evidence brought forward by a student or member of staff which the Chair of the Mitigation panel considers likely to have affected the outcome of an original claim from mitigation already considered by the Mitigation Panel
  - Exceptionally, to consider a late claim for mitigation if, in the opinion of the Chair of the Mitigation Panel, there is a justified reason for the lateness e.g. the student has been hospitalised.
  - To recommend that, in cases where the total volume of module re-assessment for an individual student, as proposed by the Assessment Panel, is excessive, the proposals are reviewed, particularly in terms of their timing, form and the attendance requirements

- To recommend cases where a Programme Director has provisionally approved the transfer of a student's registration from one programme to another programme and for which any conditions of transfer have been met; to recommend the transfer of credit and associated marks or grades and; **not** to recommend the conferment of any award in such cases, even if the credit requirements of the original intended award (or any associated intermediate award) have been satisfied (see Regulation 8.10-8.14)
  - To consider annually a report on the short and long term extensions.
- 7.18 When a student has failed re-assessment in a compulsory module and/or failed re-assessment in a replacement alternative module(s) under Regulations 6.64-6.69 and specifically within the limits prescribed in Regulation 6.68, she/he is discontinued from the programme for which she/he is registered. In these cases, the Board identifies one of the following options:
- (a) The student may seek admission to a programme leading to another SAA-GE award in which the failed module(s) is not a compulsory module(s) (this option may lead to an extension in the student's overall period of study)
  - (b) The student may seek admission to a programme leading to a "framework award" where available.
- 7.19 A student may be considered for admission to an alternative programme under (a) and (b) above provided she/he has passed at least 50% of the credit requirement for the level of learning which the student has reached for the programme on which she/he is currently registered. A student who does not satisfy this requirement falls into category (c) or (d) below:
- (c) To accept the conferment of the highest intermediate award for which the student is eligible
  - (d) To have his/her registration at SAA-GE terminated.
- 7.20 Students in category (d) above who have been discontinued due to academic failure are not permitted to apply for re-admission to the same programme unless all of the following criteria have been met:
- At least 6 months has lapsed between the date of discontinuation and the date of the application for re-admission
  - The student is able:
    - To provide clear evidence of a change in personal circumstances since the date of discontinuation
    - To demonstrate a positive commitment to resume study at higher education level
    - To demonstrate an enhanced knowledge base and/or relevant experience e.g. based on employment in the period since the date of discontinuation
  - The student has been formally interviewed by at least two members of academic staff whose decision to re-admit the student is unanimous.
- 7.21 The constitution of the Examination Board follows the Examination Board TOR.
- 7.22 The quorum for the meeting of the Examination Board follows the TOR.



### **(E) Delegation of Responsibility (Chair's Action)**

- 7.23 The Assessment Panel or the Examination Board may delegate its responsibilities to the respective Chair in relation to recommendations concerning an individual student(s), subject to prior approval.
- 7.24 Delegated responsibility is exercised only in exceptional cases, for example:
- To correct errors in the assessment marks and/or module results presented to the EB(AP)
  - To approve changes to a student's assessment marks and/or module results following an academic appeal
  - To recommend conferment of an award in the light of the above
  - To consider module results and/or the conferment of an award for a very small number of students where it is not practical to reconvene the AP or the EB.
- 7.25 In all cases where a recommendation for the conferment of an award is made by the Chair of the Examination Board under delegated responsibility, the signature of at least one other member of the Board must append to the results document.

## SECTION 8 STUDENT CONTINUATION AND CONFERMENT OF AWARDS

### (A) Student Review and Continuation

- 8.1 A student continues from one level of learning to the next of the programme for which they are registered, provided they continue to satisfy SAA-GE's general requirements for students (see Regulations in Section 3 governing the general requirements for students), enrol for the modules selected from within the prescribed set of compulsory and optional modules for their programme, and satisfy any pre-requisites or other academic requirements for module enrolment. This process for considering student continuation is set out in Section 7 of these Academic Regulations and is undertaken by the Examination Board.
- 8.2 If the SAA-GE Examination Board considers a student's academic progress is unsatisfactory, it takes appropriate action after due consideration of all known factors, including requiring a student to:
- Vary his/her pace or volume of study (subject to the student's immigration status)
  - Be referred under the 'At Risk' procedures

For these purposes a student's academic progress includes, where appropriate, progress in professional practice for an award accredited by a PSRB.

### Academic Failure – Discontinuation

- 8.3 A student who has exhausted the maximum combined value of re-taken and replacement modules permitted under Regulation 6.68 can no longer continue to study towards the intended award for which he/she is registered. Such a student is 'discontinued' from his/her programme by the SAA-GE Examination Board (see Regulation 2.25).
- 8.4 A student who has been discontinued from his/her programme may seek:
- Admission to a different programme where the credits awarded may be used for the basis of a claim for admission with credit

The Examination Board identifies those students who are eligible for admission to these programmes.

- 8.5 An undergraduate or postgraduate student who has exhausted the maximum combined value of re-taken and replacement modules permitted under Regulation 6.68 and is admitted with credit to an alternative programme (including one leading to a framework award) is **not** permitted to retake any modules already failed which may be available within the PSF for the alternative programme.
- 8.6 A student who is neither eligible for admission to, nor chooses to seek admission to, an alternative programme (including a framework award) receives the highest intermediate award for which they are eligible (see Regulations 2.12-2.14). If no intermediate award is available, the

student is issued with a transcript which details the academic credit that has been achieved and the student's registration with SAA-GE is terminated.

### Accredited Prior Learning

8.7 Marks or grades from accredited prior learning external to SAA-GE and its collaborative partner institutions (i.e. credit **not** awarded by SAA-GE), including such learning which has resulted in the conferment of an award, do **not** contribute to the algorithm used to determine the classification of an SAA-GE award.

8.8 Marks or grades from accredited prior learning within SAA-GE and its collaborative partner institutions are transferred to the SAA-GE award on which the student is registered and contribute, where appropriate to the algorithm used to determine the classification of the SAA-GE award **provided that:**

Where appropriate to the algorithm used to determine the classification of the SAA-GE award **provide that:**

- The accredited prior learning is identical to the level and volume of the modules contained in the PSF against which it is mapped
- The accredited prior learning has **not** previously contributed to the conferment of an SAA-GE award.

8.9 The relevant Programme Director is responsible for ensuring that the appropriate Student Handbook sets out the implications of credit and grade transfer in such cases, particularly the implications for students if the accredited prior learning has contributed to the conferment of an SAA-GE award.

### Student Initiated Programme Transfer

8.10 A student whose academic progress is satisfactory but who wishes to transfer registration from one programme to another (which may be a programme at a higher or lower level of learning than the current programme) must submit a request, in writing, to the Programme Director for the programme to which the transfer is sought **before** completion of the original programme and conferment of the associated award. The reasons for such a request may be academic, professional, personal or a combination of factors.

8.11 The Programme Director evaluates, in each case, whether the modules successfully completed by the student, and those modules which the student has taken but in which the student is scheduled to be (re) assessed, provide sufficient preparation and overlap of material to enable the student, with further study, to achieve the learning outcomes for the programme to which transfer is being proposed.

8.12 If the transfer is provisionally approved, the Programme Director submits a recommendation to the Examination Board. The Programme Director confirms the credit and associated marks which can be transferred with the student and any conditions that must be set and satisfied (e.g.

to pass some or all remaining assessments for modules which the student has taken and in which the student is scheduled to be (re) assessed).

- 8.13 On receipt of the Programme Director's recommendation, the Examination Board (or appointed subcommittee) undertakes its normal duties and, if any conditions of transfer have been satisfied, formally transfers the student's registration, credit and associated marks or grades.
- 8.14 A student cannot be transferred to a programme which leads to an award of a higher level if the registration on the original programme has been discontinued by the Examination Board as a consequence of academic failure.

### **(B) Eligibility for an Award**

- 8.15 Students are considered for an SAA-GE award by the Examination Board if they have satisfied the general requirements for students set out in Section 3 and in particular have satisfied the credit requirements of the programme for which they are registered in terms of volume and level of credit, as defined in Regulation 2.33.

### **(C) Classification of Awards**

- 8.16 Algorithms for determining the classification for all awards to all programmes are detailed in Regulations 8.17-8.26 below.
- 8.17 When determining an award classification the arithmetic mean is rounded to the nearest integer, i.e. less than 0.5 is rounded down and greater than or equal to 0.5 is rounded up.
- 8.18 The following awards whose credit value is less than 120 credits are not classified:
- Certificate
  - Postgraduate Certificate
- 8.19 The principles of non-classification applies equally to those of the above awards whose upper credit limit may with approval exceed 120 credits on an individual programme basis (see Regulation 2.33).
- 8.20 An award is classified only if at least two thirds of the modules used in the calculation of the arithmetic mean are fine graded.

### **Diploma**

- 8.21 If a student is eligible for a Diploma, the award classification is determined by calculating the credit weighted arithmetic mean of the Level 1 module results totalling 120 credits.

8.22 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Credit	50% - 59%
Pass	40% - 49%
Fail	0% - 39%

### Advanced Diploma

8.23 If a student is eligible for a Diploma, the award classification is determined by calculating the credit weighted arithmetic mean of the Level 2 module results totalling 120 credits. In the event should exemptions be awarded to a module, the award classification will be determined by calculating the credit weighted arithmetic mean of all the non-exempted modules.

8.24 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Credit	50% - 59%
Pass	40% - 49%
Fail	0% - 39%

### Postgraduate Diploma (PG Dip)

8.25 If a student is eligible for a Postgraduate Diploma, the award classification is determined by calculating the credit weighted arithmetic mean of the Level 4 modules.

8.26 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Credit	50% - 59%
Pass	40% - 49%
Fail	0% - 39%

### (D) Aegrotat Awards

8.27 At the discretion of the Examination Board an unclassified but named aegrotat award may be conferred on a student provided that:

- There is sufficient evidence that the student would have achieved the appropriate level of knowledge, understanding and skills if it had not been for illness or other valid cause  
**and**

- The student has already been awarded two thirds of the credit total required for the award under consideration
- 8.28 Where the programme title is linked to PSRB requirements, the name of the aegrotat award conferred is as prescribed on the PSF.
- 8.29 A student has the right to refuse an aegrotat award and to seek to be assessed for the original award.

### **(E) Posthumous Awards**

- 8.30 In the event of a student's death, the Academic Board, on the recommendation of the Examination Board, may confer an unclassified but named posthumous award provided that:
- There is sufficient evidence that the student would have achieved the appropriate level of achievement and competence and
  - The student has already been awarded two thirds of the total credit required for the award under consideration.

## SECTION 9 ACADEMIC APPEALS

### (A) Introduction

- 9.1 This section of the Academic Regulations described SAA-GE's academic appeals policy for all students registered on an award conferred by SAA-GE, including all students registered at an international partner institution and students registered on distance learning programmes. All appeals, including those from students registered with international partner institutions are administered by SAA-GE. Appeals from students registered at international partners may require special arrangements in order to administer the appeal. Regulation 9.39 provides a summary of the appeals process for publication to students in the form of a flowchart.
- 9.2 The Academic Regulations are applied fairly and consistently and in accordance with SAA-GE's equal opportunities policy.
- 9.3 In dealing with an academic appeal, privacy and confidentiality are assured unless disclose is necessary to progress the appeal.

### (B) Grounds for an Appeal

- 9.4 A student has the right to appeal against that decision of the SAA-GE Examination Board on the following grounds:
- That his/her performance in the assessment was adversely affected by illness or other factors which she/he was unable, or for valid reasons unwilling, to divulge before the SAA-GE Examination Board reached its decision. The student's request must be supported by medical certificates or other documentary evidence acceptable to the Appeals Panel indicating clearly why such evidence was not previously presented to the SAA-GE Examination Board.
  - That there has been a material administrative error, or that the assessment(s) was not conducted in accordance with the Academic Regulations governing the programme, or that some other material irregularity has occurred.
- 9.5 The student may **not** appeal on any ground which:
- Has already been considered and rejected by the SAA-GE Mitigation Panel unless additional evidence in support of the original mitigation claim is provided for the purpose of the appeal **and** there is a valid reason (supported by evidence) why the additional evidence was not submitted with the original mitigation claim.
  - Could have been considered by the Examination Board if notice of the student's wish to have it so considered had been given prior to the Examination Board meeting and the student has no valid reason for having failed to give such notice **or**

- Claims that academic performance was adversely affected by ill-health, where there is no medical evidence certified by a recognised medical practitioner, GP or hospital consultant or other evidence deemed appropriate by the Examination Board to support the application **or**
- Disputes only the academic judgement of that Examination Board concerning the student's performance in any academic work and/or work-based component of the programme.
- Have attempted the assessment but claim that his/her poor performance was affected by an illness on the assessment date without any supporting documents.

### (C) Submitting an Appeal

- 9.6 A student wishing to exercise a right of appeal must give notice in writing, using the appropriate pro forma which is obtainable from Examination Office or from the website [www.saage.edu.sg](http://www.saage.edu.sg) in the **Current Students** section under the subheading **Examinations Office** to the Acting Academic Director (or nominee) within seven working days from the Result Release date. This pro forma must state the grounds and evidence on which the student wishes to appeal.
- 9.7 In very exceptional circumstances and with the explicit agreement of the Chair of the Academic Board, acting on the advice of the Acting Academic Director (or nominee), an appeal outside the normal time limits may be considered in accordance with the Academic Regulations governing academic appeals.
- 9.8 A student wishing to appeal on grounds of illness is required to send to the Acting Academic Director (or nominee) supporting documented medical evidence, explaining the reasons why the evidence was not originally presented. If documentary evidence has already been sent to the Chair of the Examination Board, the Acting Academic Director (or nominee) is notified of this fact by the student via the pro forma.
- 9.9 A student wishing to appeal on the grounds that there has been a material administrative error or that the assessments were not conducted in accordance with the Academic Regulations is required to send to the Acting Academic Director (or nominee) such documentary evidence as is appropriate to support the appeal. Such evidence must be sent to the Acting Academic Director (or nominee) at the same time as the pro forma is completed. The Acting Academic Director (or nominee) also notifies the student's Programme Director that an appeal has been submitted.
- 9.10 The Acting Academic Director (or nominee) has the right to call for additional written evidence from the student and/or SAA-GE staff and to include any such additional evidence as she/he thinks is conducive to a better informed judgement.

### (D) Investigating an Appeal

- 9.11 The Acting Academic Director (or nominee) acknowledges receipt of the formal notice of appeal. The Acting Academic Director will review all academic appeals upon receipt by the Examination Office. The following appeals are dismissed without referral and neither is an internal resolution meeting with the appellant convened:



- (a) where the criteria for grounds for an academic appeal are not satisfied
  - (b) where there is either no evidence provided to support the appeal, or that such evidence is not timely
  - (c) where there is no reason provided nor evidence submitted as to why mitigation was not submitted at the correct time
- 9.12 All other academic appeals, including those which satisfy the grounds for an academic appeal and which provide timely and appropriate evidence, are forwarded to the Programme Director for his/her consideration. If the Acting Academic Director agrees that there is a prima facie ground for an appeal, the appeal is upheld and the Acting Academic Director (or nominee) notifies the appellant accordingly.
- 9.13 If the Acting Academic Director does not uphold the appeal, he/she initiates an internal resolution process within the faculty which is conducted before the appeal is referred to the Appeals Panel. Under the internal resolution process the Programme Director meets the appellant to discuss the appeal and to seek to resolve it at a local level. A written record of the discussion is kept by the Programme Director and the recommendation arising from the discussion reported by the Programme Director to the Acting Academic Director (or nominee), whether or not the appeal is upheld. The internal resolution meeting takes place within 7 days of the date of receipt of the notice of appeal. If the appellant does not attend the meeting, the Programme Director is **not** required to re-arrange the meeting but proceeds to consider the appeal.
- 9.14 Once an appeal has been lodged with the Acting Academic Director (or nominee) the appellant may continue and fully engage with his/her studies, undertaking placements and/or elements of assessment or re-assessment without prejudice to the outcome of the appeal, provided that in doing so she/he does not put him/herself or others at risk. The final decision regarding attendance at SAA-GE remains with the Programme Director who may take action in accordance with Fitness to Practice Regulations within the Rules, Regulations and Procedures for Students.
- 9.15 The Acting Academic Director (or nominee) subsequently refers the matter to the Appeals Panel to determine whether or not there is a prima facie ground for an appeal. The referral includes the recommendation arising from the internal resolution process. The panel meets, normally within 15 working days of the date of receipt of the notice of appeal, to determine whether there are grounds for an appeal and notifies the appellant of the outcome as set out in Regulation 9.20-9.24. The Appeals Panel is an advisory body to all parties in an appeal process.
- 9.16 In exceptional circumstances the Acting Academic Director (or nominee) may appoint an Investigating Officer who has not taught the appellant or in any other way has been closely associated with the appellant.
- 9.17 The Investigation Officer has the right to call for additional written evidence from the appellant or SAA-GE staff and to include any such additional evidence as she/he thinks is in the interest of a just outcome. The Investigating Officer reviews the written evidence and reports to the Appeal Panel within 15 working days of the date of receipt of the notice of appeal.

## **(E) Appeal Panel: Membership**

- 9.18 The Appeals Panel comprises of the Acting Academic Director (or nominee), the Examinations Manager, the Investigating Officer (if appointed) and one member of staff from outside the Academic Group.
- 9.19 The Appeals Panel reviews the following written evidence:
- The appellant's written appeal and supporting evidence
  - The evidence provided by the Programme Director and other Faculty
  - The Investigating Officer's report (if appointed), if appropriate.

## **(F) Appeals Panel: Decisions**

- 9.20 If the Appeals Panel is satisfied that the notice of appeal and accompanying evidence discloses a prima facie ground for appeal, the Acting Academic Director (or nominee) advises accordingly, following which there are two possible outcomes (as set out in Regulations 9.21-9.22).
- 9.21 If the appeal is not contested by the Programme Director, the Appeals Panel upholds the appeal and requests that the Acting Academic Director (or nominee) notifies the appellant of the decision normally within 5 working days. In such cases the chair of the Examination Board (or nominee) arranges for a review of its decision in the light of the additional information provided through the appeals process normally within 5 days of date of the letter upholding the appeal.
- 9.22 If the appeal is contested by the Programme Director, the Appeals Panel requests the Acting Academic Director (or nominee) to convene a formal meeting of the Appeals Panel.
- 9.23 If the Appeals Panel is satisfied that the notice of appeal and accompanying evidence does not disclose a prima facie grounds of appeal, the appellant is informed in writing.
- 9.24 If an appeal is rejected by the Appeals Panel the appellant has the right to have the appeal heard in person only if additional evidence which was not originally presented is subsequently submitted by the appellant. An appellant wishing to exercise this right is required to notify the Acting Academic Director (or nominee) of this wish within 5 days of the letter confirming the decision of the Appeals Panel. The additional evidence must be provided prior to the hearing. If no further evidence is submitted, the request for a hearing, and therefore the academic appeal, is dismissed.
- 9.25 Where a student has made a request for a hearing the Appeals Panel will convene within 10 days:
- Calls a meeting of the Appeals Panel as far as possible to the convenience of all parties
  - Gives notice in writing to the appellant by way of personal delivery, or via e-mail, such notice stating:
    - (i) the nature of the appeal
    - (ii) the date, time and place of the hearing
    - (iii) that she/he has the right to be heard at the hearing

- Provides copies of all relevant documentation.
- 9.26 If two or more students are the subject of an appeal, the Appeals Panel decides whether the interests of each appellant individually would be prejudiced by hearing the appeal against them jointly. If the Panel is of the opinion that the appeal might be prejudiced or that the proceedings could not easily or fairly be conducted in regard to two or more students together, it continues to conduct the hearing against them individually.

## **(G) Conduct of a Formal Hearing**

- 9.27 The hearing is formal and takes place as soon as is practicable after despatch of written notification of the decision of the Appeals Panel.
- 9.28 SAA-GE reserves the right to involve such other individuals as it thinks appropriate to the presentation of the case, including, where appropriate, representation from any PSRB which has formally accredited the programme for which the appellant is registered.
- 9.29 All hearings held by the Appeals panel are minuted and a record of the minutes is kept by the Acting Academic Director (or nominee).
- 9.30 The time between completion of the hearing with the Appeals Panel and formal communication of the appellant of the panel's recommendation to the Examination Board is normally no more than 5 working days. If the appellant is present, she/he is normally informed of the Panel's recommendation at the conclusion of the hearing.
- 9.31 The Acting Academic Director (or nominee) is responsible for informing the appellant and the Chair of the Examination Board of the panel's recommendation. If an appeal is upheld, the Chair of the Examination Board (or nominee) normally arranges for the Examination Board (or a small subcommittee) to review its decision in the light of the additional information provided through the appeals process within 5 days of the date of the letter to the appellant upholding the appeal.
- 9.32 The hearing is conducted in the following sequence:
- The appellant in support of the case. The evidence may be in writing and/or witnesses may be called
  - Witnesses to support the appellant
  - The Programme Director with a view to demonstrating that the appeal should not be upheld.
  - Witnesses to support the Programme Director
  - Final statement by the appellant
  - Final statement by the Programme Director
- 9.33 The members of the Panel have the right to put questions to any person attending the hearing.

- 9.34 The Programme Director and witnesses, the appellant have the right to be present during the taking of evidence. All have the right to put questions to the witnesses and to each other, except that none has the right to put questions on the others final statements.
- 9.35 If the appellant does not appear at the hearing, the Appeals Panel may proceed to deal with the appeal in his/her absence provided the Panel is satisfied that the appellant has been properly notified of the hearing.

## **(H) Hearing: Outcomes**

- 9.36 The Appeals Panel sits in private and having heard the appeal decides:
- Whether the appeal can be upheld
  - If so, the recommendation to make to the Examination Board
  - If not to dismiss the appeal

## **Powers of the Appeals Panel**

- 9.37 The Appeals Panel, having heard or considered an appeal, may, if satisfied:

### *Material Administrative Error or Irregularity*

- Refer the matter to the Examination Board with an instruction to reconsider its decision in the light of the findings of the Appeals Panel, if it is satisfied that in relation to the individual appellant there has been a material administrative error, so that the assessments were not conducted in accordance with the Academic Regulations or that some other material irregularity occurred.

### **OR**

- Annul the whole assessment or any part of it and require appropriate action to be taken by the Examination Board, if it is satisfied that an administrative error or material irregularity has occurred which has affected more than one candidate.

### *Illness or Other Factors*

- Refer the matter to the Examination Board with an instruction to reconsider its decision in the light of the findings of the Appeals Panel, if it is satisfied that the appellant's performance in the assessment was adversely affected by illness or other factors which she/he was unable, or unwilling for valid reason, to divulge before the Examination Board reached its decision.

### *No Grounds or Grounds of Insufficient Weight*

- Dismiss the appeal, if it is satisfied that the appellant has failed to establish the ground of the appeal

### **OR**

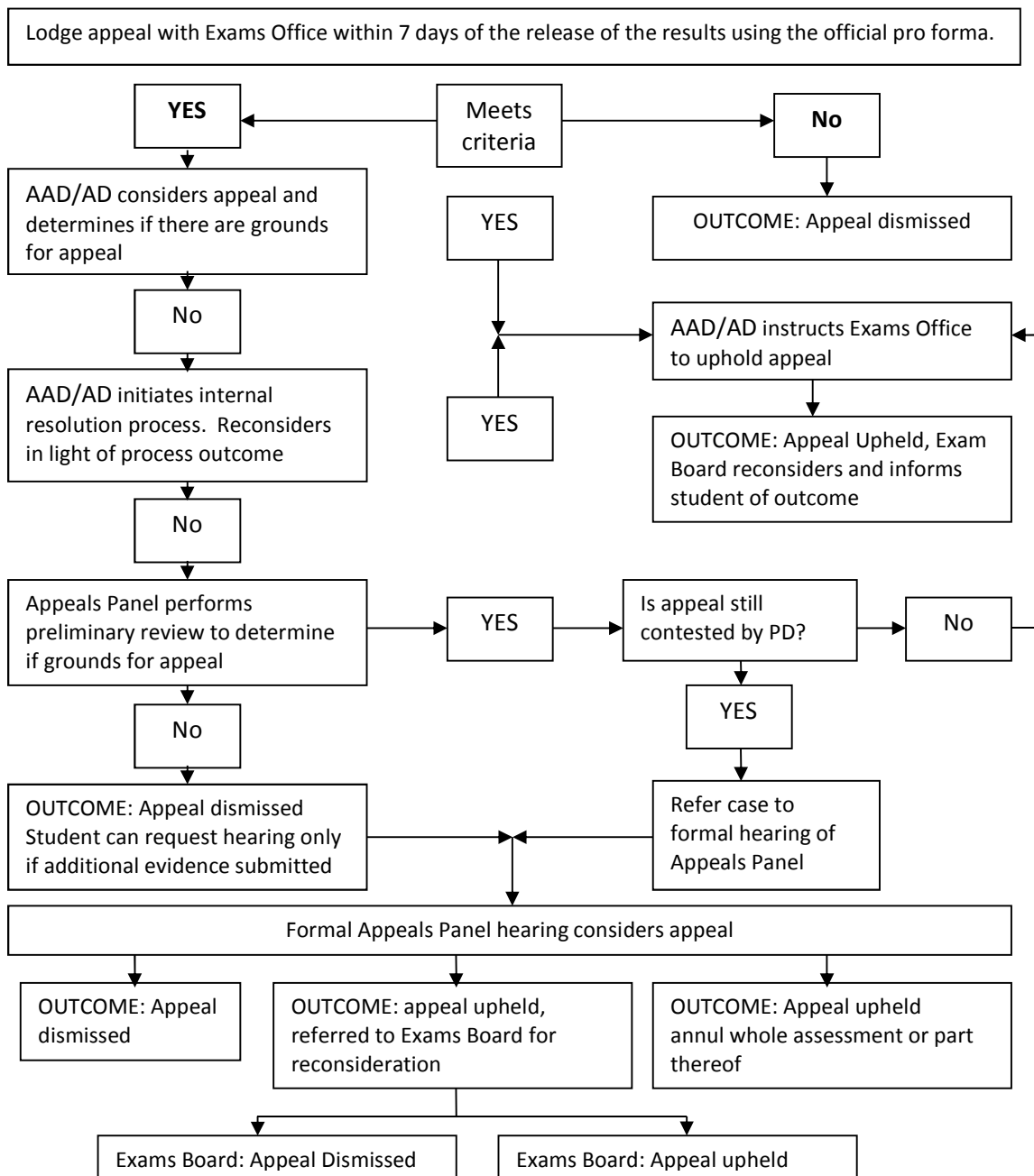
- Dismiss the appeal, if it is satisfied that the appellant has established the ground of the appeal but it nevertheless is of the opinion that the ground, as established, either is not a sufficient weight to have influenced the Examination Board or is not such a kind as ought to have influenced the Examination Board.

- 9.38 The appellant is normally notified of the Panel's decision within 5 working days.

9.39 A Summary of the Appeals Procedure for Publication to Students

If you believe you have grounds to appeal against a decision, you should first consult the Exams Office. If, after consultation, you wish to submit a formal appeal, you can obtain the appropriate form from Examination Office or from [www.saage.edu.sg](http://www.saage.edu.sg) in the **Current Students** section under the subheading **Examinations Office**. There are two grounds on which you may appeal against a decision. These are:

- If you believe your performance was adversely affected by ‘factors’ which you were unable or unwilling, on valid grounds, to divulge to the SAA-GE Examination Board before it met
- If there was a material administrative error, or the assessment was not conducted according to the Regulations.



## SECTION 10 ASSESSMENT OFFENCES

### (A) Introduction

- 10.1 As an academic community, SAA-GE recognises that the principles of truth, honesty and mutual respect are central to the pursuit of knowledge. Behaviour that undermines those principles diminishes the community, both individually and collectively, and devalues SAA-GE's values. SAA-GE is committed to ensuring that every student and member of staff is made aware of the responsibilities she/he bears in maintaining the highest standards of academic integrity and how those standards are protected.
- 10.2 This section of the Academic Regulations describes SAA-GE's policy for managing an alleged assessment offence by students registered for an undergraduate or postgraduate award conferred by SAA-GE, including all students registered to a international partner institution, or students registered in distance learning programmes. All partner institutions are required to forward to the Acting Academic Director (or nominee) any case of an alleged assessment offence for investigation by SAA-GE, as set out in these Regulations.
- 10.3 The Academic Board has approved procedures for dealing with an alleged assessment offence and these are conducted under the auspices of the Academic Regulations Subcommittee which is formally responsible for the investigation of all such cases. Through its Chair (or nominee) the Subcommittee establishes a Panel to hear each case, where appropriate, chaired by a member of the Subcommittee.
- 10.4 The consideration of an alleged offence, determining whether such an offence has occurred and the determination of any penalty that is required if an allegation is upheld is not a matter for the SAA-GE Examination Board. Once the process for an alleged assessment offence cases has been concluded, the Examination Board merely implements the outcome of the process with regard to the student's academic record.
- 10.5 The Academic Office maintains a record of all assessment offences and penalties and presents this information to the Academic Regulations Subcommittee.

### (B) Definitions

#### "Assessment Offence"

- 10.6 For the purpose of these Academic Regulations an assessment offence is the generic term used to define cases where a student(s) has sought to gain unfair academic advantage in the assessment process for him/herself or another student(s).
- 10.7 An assessment offence may be committed in relation to work undertaken for any assessment methods used by SAA-GE and its partner institutions.

10.8 There are many forms of assessment offence including but not limited to:

- Any relevant breaches of the Academic Regulations governing the Conduct of SAA-GE Examinations
- Taking unauthorised material into the examination room
- Impersonating another candidate
- Submitting someone else's work as one's own (known as "plagiarism": see below for a definition)
- Falsifying data
- Obtaining an examination paper in advance of its authorised release
- The unauthorised and unattributed submission of an assessment item which has been produced by another student or person
- The behaviour of one or more students which may result in poor academic performance of another student or students
- Any attempt to bribe or provide inducements to members of SAA-GE staff, or to internal or external examiners in relation to the assessment process in its entirety
- Any attempt which, if enacted is designed to undermine or breach the Academic Regulations

### **"Multiple Concurrent Offences"**

10.9 For the purpose of these Academic Regulations, multiple concurrent offences are cases where a student has committed more than one offence within the same semester or trimester AND where the offences have not been admitted by the student or proved AND where the student has not been warned by the Faculty of the consequences of a further offence. In such cases "multiple concurrent offences" (which may extend over one or more modules) are regarded as a single offence for the purpose of this regulation.

10.10 Plagiarism and collusion are common forms of assessment offence they are defined as follows:

### **"Plagiarism"**

10.10.1 Plagiarism is the submission of an item of assessment containing elements of work produced by another person(s) in such a way that it could be assumed to be the student's own work. Examples of plagiarism are:

- The verbatim copying of another person's work without acknowledgement
- The close paraphrasing of another person's work by simply changing a few words or altering the order of presentation without acknowledgement
- The unacknowledged quotation of phrases from another person's work and/or the presentation of another person's idea(s) as one's own.

10.10.2 Copying or close paraphrasing with occasional acknowledgement of the source may also be deemed to be plagiarism if the absence of quotation marks implies that the phraseology is the student's own.

10.10.3 Plagiarised work may belong to another student or be (purchased) from a published source such as a book, report, journal or material available on the internet.

### **“Collusion”**

10.10.4 Collusion occurs when two or more individuals collaborate to produce a piece of work to be submitted (in whole or in part) for assessment and the work is presented as the work of one student alone.

10.10.5 If students in a class are instructed or encouraged to work together in the pursuit of an assignment, such group activity is regarded as approved collaboration. However, if there is a requirement for the submitted work to be solely that of the individual, joint authorship is not permitted. Students who, improperly, work collectively in these circumstances are guilty of collusion.

### **(C) Initial Reporting of an Assessment Offence**

10.11 Any suspicion of an assessment offence during the marking process for assessed work which is not a formal examination is reported to the Programme Director within 5 working days of the original submission for consideration under Regulations 10.13 and 10.14.

10.12 A student whom an invigilator believes to be using unfair means during a formal examination (including unauthorised aids, copying or communicating with others) is so informed and his/her answer book marked at the appropriate place. Unless the candidate is required to leave the examination room under any other regulations, she/he is permitted to continue the examination and a report is made by the invigilator to the Examination Office at the end of the examination who then forward this to the relevant Programme Director.

10.13 The Programme Director is responsible for determining if a prima facie case exists against the student. In reaching this conclusion, the Programme Director may consult with the Chair of the Academic Standards & Regulations Subcommittee to consider the issue and provide a second opinion.

10.14 Where the Programme Director believes there is no case to answer, the allegation is dropped and no further formal action is taken. For assessed work, the Programme Director may deem a student's first allegation of plagiarism or collusion to be an example of poor academic practice. Examples include:

(i) occasional verbatim copying of short phrases from one or more sources, with in-text and bibliographical acknowledgement

(ii) occasional close paraphrasing of sentences from one or more sources, with in-text and bibliographical acknowledgement

(iii) loaning completed work or assignment notes to fellow students

(iv) allowing others to use, advertently or inadvertently, completed work or assignment notes



In such cases, the student receives appropriate academic counselling at this point rather than the allegation progressing further. The piece of work is marked appropriately to take account of the poor academic practice.

- 10.15 The Programme Director maintains a record of students who receive academic counselling for poor academic practice to avoid any subsequent allegations of plagiarism or collusion being wrongly considered as a first allegation.
- 10.16 An alleged assessment offence that occurs in an examination situation cannot be considered as poor academic practice at any level of study.
- 10.17 If the Programme Director is satisfied that a prima facie case does exist, the allegation progresses to Stage 1.

### **(D) Stage 1: Programme Director Investigation**

- 10.18 Within 5 working days of the alleged assessment offence being brought to the attention of the Programme Director (PDs), he/she informs the student of the exact nature of the alleged offence in writing, asking for a response to the allegation within 5 working days of the date of the letter.
- 10.19 If the student admits the offence, the Programme Director confirms the assessment offence and appropriate penalty, as prescribed in Regulations 10.47-10.48, to the Chair of the Academic Standards & Regulations Subcommittee (or nominee). Formal notification of the penalty is communicated to the student, in writing, by the Examination Office and is copied on to the student's file. The student's academic record is amended accordingly (but no reference to the assessment offence appears on the academic transcript).
- 10.20 If no response is received from the student within 5 working days of the initial letter, the student is deemed as not contesting the allegation and, therefore, admitting to the offence and the process outlined in Regulation 10.19 is applied.
- 10.21 In all cases where a student admits (or fails to respond) to the allegation as a first offence the student is interviewed by the Programme Director (or nominee), is told of the seriousness of the offence and receives advice on good academic practice and the accepted conventions in the preparation of their work in whatever form it takes.
- 10.22 If the student denies the alleged assessment offence the matter is referred to Stage 2: a Panel hearing, which is conducted in accordance with Regulations 10.23-10.39.

### **(E) Stage 2: Panel Hearing**

- 10.23 If a student has denied an alleged assessment offence presented by the Programme Director, the Chair of the Academic Standards & Regulations Subcommittee convenes an Academic Misconduct Panel to hear the allegation to give the student an opportunity to demonstrate that the offence has not occurred.

- 10.24 The Academic Office is responsible for arranging and servicing the Panel hearings. The Panel comprises of:
- A member of the Academic Standards & Regulations Subcommittee (who acts as Chair)
  - Two members of SAA-GE's faculty who are not from the Faculty/Programme for which the student has registered and have not taught the student
  - One (minimum) member of staff from outside the Academic Group
  - Acting Academic Director (or nominee)
- 10.25 In addition, the following have the right to be in attendance:
- The student whose case is being heard
- 10.26 Neither SAA-GE nor the student whose case is being heard is legally represented during the conduct of a hearing.
- 10.27 The Panel hearing should take place no later than 15 days after the formal allegation is first made in writing to the student (see Regulation 10.18).
- 10.28 SAA-GE reserves the right to involve such other individuals at the hearing as it thinks appropriate to the presentation of the case.
- 10.29 The hearing is conducted in the following sequence:
- The Programme Director (or nominee) presenting the allegation with a view to demonstrating that the offence has occurred. The evidence may be in writing and/or witnesses may be called
  - Witness in support of the allegation
  - The student with a view to rejecting the allegation and demonstrating that the offence did not occur. The evidence may be in writing and/or witnesses may be called
  - Witnesses to support the student
  - Final statement by the Programme Director (or nominee)
  - Final statement by student
- 10.30 The members of the Panel have the right to put questions to any person attending the hearing.
- 10.31 The Programme Director (or nominee) and witnesses, the student who is the subject of the allegation, have the right to be present during the taking of evidence. All have the right to put questions to the witnesses and to each other, except that neither has the right to put questions on the other's final statements.
- 10.32 If the student who is the subject of the allegation does not appear, the Panel may proceed to deal with the allegation provided the Panel membership is satisfied that the student has received proper and timely notification of the Panel hearing.

- 10.33 In reaching its decision, the Panel sits in private and considers whether the case has been proved. After the Panel has reached a conclusion, the outcome is verbally communicated to the student at the end of the proceedings.
- 10.34 If the Panel concludes that the case has not been proved, the allegation is dismissed and no further action is taken.
- 10.35 If the Panel concludes that an assessment offence has been proved, the appropriate penalty, as prescribed in Regulations 10.46-10.47 is implemented.
- 10.36 The Academic Office notifies the student of the Panel's conclusion, in writing, within 5 working days of the Panel hearing.
- 10.37 The student's academic record is amended accordingly (but no reference to the assessment offence appears on the academic transcript).
- 10.38 In all cases where an assessment offence is proved by a Panel hearing, the student is subsequently interviewed by the Programme Director (or nominee) and told of the seriousness of the offence. If relevant to the offence, the student receives advice on good academic practice and the accepted conventions in the preparation of their work in whatever form it takes.
- 10.39 A report of the hearing is submitted to the Academic Regulations Subcommittee for information.

## (F) Penalties

10.40 A range of penalties exist which are implemented according to:

- The academic level at which the offence occurred
  - Whether the offence occurred at the initial assessment or re-assessment stage of the module
  - Whether the offence is admitted by the student during Stage 1 of the Assessment Offences process or the offence is proved through a Panel hearing during Stage 2 of the Assessment Offences process.
- 10.41 Table 10A (Regulation 10.46) at the end of this section of the Academic Regulations details the penalties to be implemented for assessment offences admitted by the student (during Stage 1 of the process). All elements of each penalty are applied on all occasions.
- 10.42 Table 10B (regulation 10.47) at the end of this section of the Academic Regulations details the penalties to be implemented for assessment offences proved by a Panel hearing (during Stage 2 of the process). All elements of each penalty are applied on all occasions.
- 10.43 In cases where the prescribed penalty is the recommended expulsion of the student, the Chair of the Academic Regulations Subcommittee is required to present the recommendation to Academic Board who considers the request.
- 10.44 If during Stage 1 or 2 of the process, the student provides evidence of mitigating circumstances that he/she asserts directly led to the assessment offence being committed such information

does NOT impact on either the Programme Director or the Panel's decision as to whether or not the assessment offence has occurred. However, if the Programme Director (Stage 1) or Panel (Stage 2) believes that, as a result of the mitigating circumstances, the prescribed penalty is exceptionally inappropriate, the Programme Director or the Panel can, at their discretion, refer the matter to the Chair of the Academic Standards & Regulations Subcommittee who requests the appropriateness of the penalty to be reviewed by Examination Board (or nominee), in light of the mitigating circumstances presented by the student. The Programme Director and the Panel are not authorised to amend the penalty themselves.

- 10.45 Formal notification of the conclusion of the assessment offences procedure, including details of any penalty, is made to the student, in writing, by the Academic Office.

10.46 Table 10A – Penalties to be applied for an assessment offence admitted by a student (during Stage 1)

<b>First Offence</b> (In the case of plagiarism or collusion this may include multiple concurrent offences)		<b>Second Offence</b>		<b>Third or subsequent Offence</b>
<b>COMMITTED IN INITIAL ASSESSMENT</b>	<b>COMMITTED IN RE-ASSESSMENT</b>	<b>COMMITTED IN INITIAL ASSESSMENT</b>	<b>COMMITTED IN RE-ASSESSMENT</b>	
Mark of 0% awarded	Mark of 0% awarded	Mark of 0% awarded	Mark of 0% awarded	Recommended Expulsion
Resubmission permitted as re-assessment; module result capped at 40%	No resubmission is permitted – student fails the module	Resubmission permitted as re-assessment; module result capped at 40%	No resubmission is permitted – student fails the module	
If the student fails the module on re-assessment, the module result (if passed) for the retake or replacement module (if permitted under the Academic Regulations) is capped at 40%	The module result (if passed) for the retake or replacement module (if permitted under the Academic Regulations) is capped at 40%	If the student fails the module on re-assessment, the module result (if passed) for the retake or replacement module (if permitted under the Academic Regulations) is capped at 40%	The module result (if passed) for the retake or replacement module (if permitted under the Academic Regulations) is capped at 40%	
Warning letter is placed on record in student file	Warning letter is placed on record in student file	Warning letter is placed on record in student file	Warning letter is placed on record in student file	
Academic counselling	Academic counselling	Academic counselling	Academic counselling	
		For classification the final module classification is reduced by 5% i.e. 35%	For classification the final module classification is reduced by 5% i.e. 35%	

10.47 Table 10B – Penalties to be applied for an assessment offence proved at a Panel hearing (during Stage 2)

<b>First Offence</b> (In the case of plagiarism or collusion this may include multiple concurrent offences)		<b>Second Offence</b>		<b>Third or subsequent Offence</b>
<b>COMMITTED IN INITIAL ASSESSMENT</b>	<b>COMMITTED IN RE-ASSESSMENT</b>	<b>COMMITTED IN INITIAL ASSESSMENT</b>	<b>COMMITTED IN RE-ASSESSMENT</b>	
Mark of 0% awarded	Mark of 0% awarded	Mark of 0% awarded	Mark of 0% awarded	Recommended Expulsion
Resubmission permitted as re-assessment; module result capped at 40%	No resubmission is permitted – student fails the module	Resubmission permitted as re-assessment; module result capped at 40%	No resubmission is permitted – student fails the module	
If the student fails the module on re-assessment, the module result (if passed) for the retake or replacement module (if permitted under the Academic Regulations) is capped at 40%	The module result (if passed) for the retake or replacement module (if permitted under the Academic Regulations) is capped at 40%	If the student fails the module on re-assessment, the module result (if passed) for the retake or replacement module (if permitted under the Academic Regulations) is capped at 40%	The module result (if passed) for the retake or replacement module (if permitted under the Academic Regulations) is capped at 40%	
Warning letter is placed on record in student file	Warning letter is placed on record in student file	Warning letter is placed on record in student file	Warning letter is placed on record in student file	
Academic counselling	Academic counselling	Academic counselling	Academic counselling	
For classification the final award classification is reduced by 5%	For classification the final award classification is reduced by 5%	For classification the final award classification is reduced by 10%	For classification the final award classification is reduced by 10%	

NB: The final award classification may result in a lower award but not a failed award

## **SECTION 11 RESULTS, CONFERMENT, AWARD CERTIFICATES AND TRANSCRIPTS**

### **(A) Publication of Results**

- 11.1 The Head of the Academic Programmes (or nominee) is responsible for the publication to students (including students at international partner institution) of all module results and all decision on student continuation and the conferment of an SAA-GE award. No other staff is authorised to release such results or decisions, unless the Academic Board has agreed otherwise.
- 11.2 The publication of module results and decisions on student continuation and conferment of an SAA-GE award is normally made individually to students.
- 11.3 In certain circumstances it may be necessary to communicate results and/or decisions either by letter to individual students and/or on an official SAA-GE noticeboard. Under **no** circumstances may results and/or decisions be released to students by telephone.
- 11.4 No results are published until the full cycle of SAA-GE's assessment process has been completed, as set out in Section 7 of these Academic Regulations. Results and/or decisions are published only after they have been approved by the formally constituted SAA-GE Examination Board.
- 11.5 The Acting Academic Director (or nominee) publishes to students during each teaching period a final date by which the results and decisions related to that period will be communicated to students.
- 11.6 Students are entitled to receive feedback from module tutors/lecturers on assessed work when it is returned to them. Such feedback clearly states that the mark awarded for the assignment is provisional and is subject to internal/external moderation and that the final mark for an item of assessment and the overall module results is published by the Acting Academic Director (or nominee) only after they have been approved by the SAA-GE Examination Board.

### **(B) Conferment of SAA-GE Awards**

- 11.7 The authority to confer an award on behalf of SAA-GE rests solely with the Academic Board. The Academic Board may delegate its responsibility for such matters to the SAA-GE Examination Board. No certificates, records, transcripts or similar documentation may be issued in the name of SAA-GE unless prior authorisation has been given by, or on behalf of, the Academic Board.
- 11.8 An SAA-GE award may be conferred only on students who have satisfied the general requirements for students set out in Regulation 3.28 of these Academic Regulations, and who have subsequently been recommended for the conferment of an award by the formally constituted SAA-GE Examination Board.

11.9 Conferment of an award is withheld from any student who has not fulfilled a legitimate requirement of SAA-GE, including the settlement of any outstanding debt to SAA-GE or to a partner institution.

### **(C) Award Certificates**

11.10 SAA-GE provides an award certificate to each student on whom it confers an award.

11.11 Such certificates record:

- The name of SAA-GE
- The full name of the student as entered on SAA-GE's Student Record System. It is the responsibility of the student to ensure that his/her name is entered correctly
- The award title as defined in Regulation 2.1 of these Academic Regulations
- The approved programme title
- Any award classification, as appropriate (e.g. merit)
- The month and year of the conferment of the award by the SAA-GE Examination Board

11.12 The certificate bears the signature of the Managing Director (or nominee).

11.13 The Acting Academic Director (or nominee) is responsible for the provision of all award certificates, prepared in secure conditions and in a format designed to minimise the risk of forgery.

11.14 The Acting Academic Director (or nominee) is also responsible for maintaining a record of the names of all recipients of an academic award conferred by SAA-GE.

### **(D) Transcripts**

11.15 The purpose of a transcript is to provide a formal, verifiable and comprehensive record of a student's learning. It is designed to meet the needs of those who require such information including, employers, PSRB's and admission tutors at higher education institutions.

11.16 SAA-GE provides all students with an individual transcript on completion of the programme of study.

11.17 The transcript contains:

- The full name of the student as entered on SAA-GE's Student Record System. It is the responsibility of the student to ensure that his/her name is entered correctly
- The award and programme title for which the student is currently registered.
- A record of the outcome of every module in which the student has been assessed (whether or not the student has passed the module) with details of the module title, level, credit volume, module result and date of completion
- Where appropriate, the award conferred on the student. This may be an intermediate award rather than the award for which the student was originally registered



- The date of publication of the transcript, namely the month and year of the SAA-GE Examination Board meeting at which the results were conferred
  - The name of any partner institution with whom SAA-GE has collaborated in relation to the named award
  - An appropriate reference to the award of any credit based on APL or APEL
- 11.18 The reverse of the transcript contains a glossary of terms and abbreviations used in the transcript
- 11.19 All transcripts are published by the Academic Office in accordance with these Academic Regulations and are subject to any detailed guidelines agreed by the Academic Board.

### **(E) Retracting an SAA-GE Award**

- 11.20 On rare occasions, it may become apparent that an SAA-GE award has been conferred on a student who was admitted to SAA-GE on the basis of forged documents. Alternatively, some other form of deception has occurred.
- 11.21 In the event that such evidence comes to light, the matter is referred to the Academic Board who consider the evidence and are responsible for determining whether a prima facie case exists against the holder of the award. Where the Academic Board considers there to be insufficient evidence, the matter is dropped and no further action is taken.
- 11.22 If the Academic Board considers that a prima facie case does exist they will determine the most appropriate action to take. Such action can include the retraction of any or all awards already conferred by SAA-GE and formal notification of such action to any relevant PSRB. The Acting Academic Director (or nominee) maintains a record of such decisions.

## APPENDICES

### Appendix 1

This page provides guidance and links to SAA-GE regulatory documents.

Copies of the Academic Regulations and relevant Codes of Practice can be found in the **Current Students** section under the subheading **Regulations**.

- **Academic Regulations**
- **Code of Practice on Admissions**
- **Code of Practice on the Assessment of Students**

## Appendix 2

### Minimum and Maximum Period of Registration for Students admitted with Accredited Prior Learning (APL)

<b>Awards</b>	<b>Admitted with (credits)</b>	<b>To study (credits)</b>	<b>Minimum Period</b>	<b>Maximum Period</b>
<b>Advanced Diploma</b>	120-160	80-120	6 mths	2 years
	60-100	140-180	1 year	3 years
	10-50	190-230	1½ years	4½ years
<b>Diploma</b>	60-80	40-60	3 mths	1½ years
	10-50	70-110	6 mths	2 years
<b>Certificate</b>	60-80	40-60	3 mths	1½ years
	10-50	70-110	6 mths	2 years

## **Appendix 3**

### **Qualification/Level Descriptors**

The following is based on UK HE standards used by UK universities. For additional information on Qualification Descriptors in HE please read Section 4 in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland, Second Edition, August 2008.

## Level 0

### KNOWLEDGE and UNDERSTANDING

#### Development of Knowledge and Understanding (subject specific)

- **Knowledge base:** has a given/uneven/limited factual and theoretical knowledge base regarding the area being studied
- **Ethical issues:** some awareness and is able to relate knowledge to personal beliefs and values

### INTELLECTUAL (THINKING), PRACTICAL, AFFECTIVE, and TRANSFERABLE SKILLS

#### Intellectual skills (analysis, synthesis, evaluation, application) (generic)

- **Analysis:** can analyse straightforward data with guidance using given classification/principles
- **Synthesis:** can collect and sort ideas and information in a predictable and standard format
- **Evaluation:** can evaluate data using defined techniques and tutor guidance
- **Application:** can apply given tools/methods under supervision to well defined problems and identify basic issues

#### Affective and transferable skills (generic)

**Group working:** can work effectively as a member of a team and recognise obligations to others for example, tutors, peers and colleagues

**Learning resources:** can work within a defined context and can use and access a range of learning resources

**Self evaluation:** can identify own strengths and weaknesses within given criteria

**Management of information:** can manage information and collect appropriate data from given sources and undertake simple supervised research tasks

**Autonomy:** can engage in self directed activity with appropriate support

**Communications:** can communicate in a format appropriate to the task and report in a clear and concise manner

**Problem solving:** can apply given tools/methods under supervision to well defined problems and identify basic issues

#### Practical skills (subject specific)

The learner

**Application of skills:** can operate in predictable, defined contexts requiring use of a limited range of standard techniques

**Autonomy in skill use:** is able to act effectively under guidance or supervision within well defined guidelines

## Level 1

### KNOWLEDGE and UNDERSTANDING

#### Development of Knowledge and Understanding (subject specific)

##### *The learner*

- **Knowledge base:** has a given factual and theoretical knowledge base with emphasis on the nature of the field of study and appropriate terminology
- **Ethical issues:** can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values

### INTELLECTUAL (THINKING), PRACTICAL, AFFECTIVE, and TRANSFERABLE SKILLS

#### Intellectual skills (generic)

##### *The learner*

- **Analysis:** can analyse with guidance using given classification/principles
- **Synthesis:** can collect and categorise ideas and information in a predictable and standard format
- **Evaluation:** can evaluate the reliability of data using defined techniques and/or tutor guidance
- **Application:** can apply given tools/methods accurately and carefully to well defined problem and begin to appreciate the complexity of the issues

#### Affective and transferable skills (generic)

##### *The learner*

- **Group working:** can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers and colleagues)
- **Learning resources:** can work within an appropriate ethos and can use and access a range of learning resources
- **Self evaluation:** can evaluate own strengths and weaknesses within criteria largely set by others
- **Management of information:** can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance
- **Autonomy:** can take responsibility for own learning with appropriate support
- **Communications:** can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner
- **Problem solving:** can apply given tools/methods accurately and carefully to a well defined problem and begins to appreciate the complexity of the issues in the discipline

#### Practical skills (subject specific)

##### *The learner*

- **Application of skills:** can operate in predictable, defined contexts requiring use of a specified range of standard techniques
- **Autonomy in skill use:** is able to act with limited autonomy, under direction or supervision within defined guidelines

## Level 2 (Foundation Degree Level)

### KNOWLEDGE and UNDERSTANDING

#### Development of Knowledge and Understanding (subject specific)

##### *The learner*

- **Knowledge base:** has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks
- **Ethical issues:** is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives

### INTELLECTUAL (THINKING), PRACTICAL, AFFECTIVE, and TRANSFERABLE SKILLS

#### Intellectual skills (generic)

##### *The learner*

- **Analysis:** can analyse a range of information with minimum guidance using given classifications/ principles and can compare alternative methods and techniques for obtaining data
- **Synthesis:** can reformat a range of ideas and information towards a given purpose
- **Evaluation:** can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected
- **Application:** can identify key elements of problems and choose appropriate methods for their resolution in a considered manner

#### Affective and transferable skills (generic)

##### *The learner*

- **Group working:** can interact effectively within a team/ learning group, giving and receiving information and ideas and modifying responses where appropriate
- **Learning resources:** can manage learning resources for the discipline. Can develop working relationships of a professional nature within the discipline(s)
- **Self evaluation:** can evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement
- **Management of information:** can manage information. Can select appropriate data from a range of sources and develop appropriate research strategies
- **Autonomy:** can take responsibility for own learning with minimum direction
- **Communications:** can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats
- **Problem solving:** can identify key areas of problems and choose appropriate tools/ methods for their resolution in a considered manner

#### Practical skills (subject specific)

##### *The learner*

- **Application of skills:** can operate in situations of varying complexity and predictability requiring application of a wide range of techniques

- **Autonomy in skill use:** is able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines



## Level 3 (for reference)

### KNOWLEDGE and UNDERSTANDING

#### Development of Knowledge and Understanding (subject specific)

##### *The learner*

- **Knowledge base:** has a comprehensive/detailed knowledge of a major discipline(s) with areas of specialisation in depth and an awareness of the provisional nature of knowledge
- **Ethical issues:** is aware of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a piece of work

### INTELLECTUAL (THINKING), PRACTICAL, AFFECTIVE, and TRANSFERABLE SKILLS

#### Intellectual skills (generic)

##### *The learner*

- **Analysis:** can analyse a range of new and/or abstract data and situations without guidance, using a range of techniques appropriate to the situation
- **Synthesis:** with minimum guidance can transform abstract data and concepts towards a given purpose and can design novel solutions
- **Evaluation:** can critically evaluate evidence to support conclusions/ recommendations, reviewing its reliability, validity and significance. Can investigate contradictory information/ identify reasons for contradictions
- **Application:** is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution

#### Affective and transferable skills (generic)

##### *The learner*

- **Group working:** can interact effectively within a team/ learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict
- **Learning resources:** with minimum guidance can manage own learning using a full range of resources for the discipline(s). Can work professionally within the discipline
- **Self evaluation:** is confident in application of own criteria of judgement and can challenge received opinion and reflect on action. Can seek and make use of feedback
- **Management of information:** can select and manage information, competently undertake reasonably straightforward research tasks with minimum guidance
- **Autonomy:** can take responsibility for own work and can criticise it
- **Communications:** can engage effectively in debate in a professional manner and produce detailed and coherent project reports
- **Problem solving:** is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools/ methods to their solution

### **Practical skills (subject specific)**

The learner

- **Application of skills:** can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques
- **Autonomy in skill use:** able to act autonomously, with minimal direction or supervision within defined guidelines

## Level 4 (Postgraduate)

### KNOWLEDGE and UNDERSTANDING

#### Development of Knowledge and Understanding (subject specific)

##### *The learner*

- **Knowledge base:** has depth and systematic understanding of knowledge in specialised/ applied areas and across areas and can work with theoretical/ research based knowledge at the forefront of their academic discipline
- **Ethical issues:** has the awareness and ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions
- **Disciplinary methodologies:** has a comprehensive understanding of techniques/ methodologies applicable to their own work (theory or research based)

### INTELLECTUAL (THINKING), PRACTICAL, AFFECTIVE, and TRANSFERABLE SKILLS

#### Intellectual skills (generic)

##### *The learner*

- **Analysis:** with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively
- **Synthesis:** with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of their discipline/ practice
- **Evaluation:** has a level of conceptual understanding that will allow him/ her critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- **Application:** can demonstrate initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations

#### Affective and transferable skills (generic)

##### *The learner*

- **Group working:** can work effectively with a group as leader or member. Can clarify task and make appropriate use of the capacities of group members. Is able to negotiate and handle conflict with confidence
- **Learning resources:** is able to using a full range of learning resources
- **Self evaluation:** is reflective on own and others' functioning in order to improve practice
- **Management of information:** can competently undertake research tasks with minimum guidance
- **Autonomy:** is independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development
- **Communications:** can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently
- **Problem solving:** has independent learning ability required for continuing professional study, making professional use of others where appropriate

### **Practical skills (subject specific)**

The learner

- **Application of skills:** can operate in complex and unpredictable, possibly specialised contexts, and has an overview of the issues governing good practice
- **Autonomy in skill use:** is able to exercise initiative and personal responsibility in professional practice
- **Technical expertise:** has technical expertise, performs smoothly with precision and effectiveness; can adapt skills and design or develop new skills or procedures for new situations

## INDEX

All entries are reference by paragraph number

### A

Academic Appeals	See under Appeals
Academic calendar	3.17-3.23
Academic failure (specific examples)	8.3-8.6; 8.14
Academic Regulation Subcommittee	1.6; 9.16; 9.22; 10.3; 10.5; 10.13; 10.19; 10.23-10.24; 10.37; 10.40; 10.44-10.47
Academic standards	2.17-2.19; 2.27; 2.30; 2.35-2.46
Accreditation of prior learning	3.13; 3.24; 4.25-4.37; 8.7-8.9; Appendix 2
Admission with credit (APL/APEL)	2.31; 3.13; 3.24; 4.25-4.37; 8.7-8.9; Appendix 2
Admission	
Age of entrants	4.2-4.4
Disability or special needs	4.38-4.44
Entry requirements	4.5-4.17
International applicants	4.18-4.24
Advanced Diploma	2.1.1; 2.33; 2.42; 2.43; 3.5; 3.24; 6.74; 8.23-8.24; Appendix 2
Aegrotat module/awards	6.36; 8.27-8.29
Algorithms for determining award classification	4.33 (APL); 81.12-8.14 (APL); 8.16-8.26
Appeals (academic appeals)	9.1-9.47
Appeal Panel	
Decisions	9.20-9.26
Powers	9.37-9.39
Procedures	9.25-9.26
Arising from hearing	9.40-9.46
Grounds for an appeal	9.43-9.46
Hearing: conduct and outcomes	9.27-9.36
Illness and other factors	9.37
Internal resolution process	9.13-9.15
Investigating an appeal	9.11-9.17
Material administrative error of irregularity	9.37
No grounds or grounds of insufficient weight	9.37
Submitting an appeal	9.6-9.10
Summary flow chart of appeals process	9.47
Assessment Offences	10.1-10.48
Definitions	10.6-10.10
Assessment offence	10.6-10.8
Collusion	10.10.4-10.10.5
Multiple concurrent offences	10.9
Plagiarism	10.10.1-10.10.3
Initial reporting	10.11-10.17
Penalties	10.40-10.46; 10.47-10.48

Discretion	10.45-10.46
Poor academic practice	10.14-10.16
Role of Examination Board	10.4
Stage 1 –PD investigation	10.18-10.22
Stage 2 – Panel hearing	10.23-10.39
Assessment	6.1-6.122
Assessment Panels	6.8; 7.2-7.3; 7.6-7.10
Compensation	3.26; 6.70-6.77
Conduct of SAA-GE examinations	6.93-6.122
Equity and clarity	6.10-6.12
Examination Board	3.26; 3.29; 6.8; 7.2-7.5; 7.20-7.23; 9.5; 9.21; 9.37-9.38; 9.42-9.43; 9.45; 10.4
Examination Board (Mitigation)	6.89-6.92; 7.11-7.15
Exceeding word limits	6.56-6.58
Individual assessment requirements	6.120-6.122
Language of assessment	6.16
Late assignments	6.43
Long term extensions	6.51-6.55
Mitigation	6.78-6.92
Module assessment	6.17-6.37
Module re-assessment	6.59-6.69
Objectivity and independence	6.13-6.15
Principles	6.3-6.9
Purpose	6.2
Short term extensions	6.44-6.50
Submission of work for assessment	6.38-6.43
Tariffs for volume of module assessment	6.20
Associate Students	1.1; 2.21; 6.64-6.69
Award(s)	2.1; 2.12-2.24; 2.38-2.46; 8.15-8.30
Certificates	11.10-11.14
Classification	8.16-8.29
Eligibility	8.15
Framework	2.28

## B

Breaches of Regulations: Examinations	6.117-6.118
Assessment Offences	10.1; 10.48

## C

Certificate	2.1.1; 2.33; 2.39; 3.5; 3.24; 6.74; 8.18; Appendix 2
Chair's action (for Appeals Panel or Examination Board)	7.23-7.25
Codes of Practice	1.8-1.11; 2.27; 3.16; 5.4; 6.1; 6.10-6.11; 6.14; 6.26-6.27; 6.121; 7.25; 11.4

Collusion	10.10.4-10.10.5
Compensation	2.31; 6.70-6.77
Compulsory modules	2.5; 2.7; 3.3; 3.5; 6.33; 6.64; 7.18; 8.1
Conferment	8.15-8.26; 11.7-11.9
Co-requisite module	2.6; 3.6
Credit	2.2
Credit accumulation	2.31
Credit for prior learning	8.8
Curriculum design principles	3.1-3.16
Curriculum content	3.14-3.15
Curriculum structure	2.33-2.34; 3.3-3.13

## D

Delegation of responsibility	7.23-7.25
Design principles	2.7 (programme); 3.1 (UG & PG); 3.16
Detailed Module Descriptor (DMD)	2.4; 6.17; 6.19; 6.23; 6.48; 6.57; 6.72
Diploma	2.1.1; 2.33; 2.41; 3.5; 3.24; 4.14-4.15; 6.74; Appendix 2
Discontinuation	2.25; 3.35 (non-return from intermission); 4.13; 7.20 (criteria for re-admission); 6.69; 7.17-7.18; 8.14
Duration of study	3.27-3.28

## E

English language: Modules	3.14
Requirements	4.19
Examination	
Breaches in Academic Regulations	6.117-6.118
Conduct	6.93-6.119
General	6.102-6.116
Student Attendance	6.94-6.101
Variations to Academic Regulations	6.119
Examination Board	3.26; 3.29; 6.9; 6.89-6.92; 7.2-7.5; 7.11-7.15; 9.5; 9.21; 9.37-9.38; 9.42-9.43; 9.45; 10.4
Examination Officer	6.45; 6.46
Excluded Module	2.6
Exempted credit	6.37
Extensions:	
Short term	6.44-6.50
Long term	6.51-6.55

# F

Fees/financial obligations of students	3.34; 11.9
--	------------

# G

General principles of the UG and PG curriculum	2.26-2.32
General requirements for students	3.28

# H

Acting Academic Director	3.9; 3.31; 9.9; 9.11-9.16; 9.20; 9.24; 9.29
Programme Director	6.51; 6.84; 9.9; 9.11-9.14; 9.21-9.22; 9.32; 9.34; 10.11-10.15; 10.17-10.29; 10.23; 10.29; 10.31; 10.44
Hearing: Academic Appeals Assessment Offences	9.24-9.26; 9.25-9.36; 9.41 10.22-10.40; 10.42; 10.48

# I

Independent learning Modules	3.15
Intermediate awards	2.12-2.14; 2.39.4; 2.39.5; 2.41.4; 2.41.5; 2.43.5; 2.43.6; 2.45.6; 2.46.4; 2.46.5; 3.26; 7.17; 7.19; 8.6; 8.13; 11.17
Intermission	3.13-3.36

# J

# L

Late assignments	6.43
Learning outcomes	2.8; 2.17; 2.27; 2.30; 2.35; 2.38; 2.40; 2.42; 2.44
Level descriptors	2.27; 2.30
Level(s): Level 0 Level 1 Level 2 Level 4	2.19; 2.30; 2.33; 3.11 2.38-2.39 2.40-2.41 2.42-2.43 2.44-2.46



# M

Marking	2.27; 3.18; 3.20-3.21; 6.11-6.12; 6.14; 6.26-6.28; 10.11
Mitigation Mitigation Panel (Examination Board)	6.78-6.92 6.68-6.92; 7.11-7.15
Module(s)	2.3-2.6; 2.27
Module Choice	3.4-3.5; 3.7-3.9
Module Guide	3.3; 3.28; 5.5; 6.28; 6.48
Module re-assessment: number of attempts, form, timing and module result	6.54-6.69

# N

Named award	2.11
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# O

Optional module	2.5; 2.7; 3.3-3.5; 3.7-3.9; 3.14-3.15; 6.64; 8.1
-----------------	--

# P

Programme(s)	2.7-2.9; 2.27
Programme Specification Form (PSF)	2.10; 2.31; 4.30; 4.36; 6.64; 6.72; 8.28
Period of registration	3.24-3.27; 3.30
Plagiarism	10.10.1-10.10.3
Poor academic practice	10.14-10.16
Postgraduate Certificate (PG Cert)	2.1.2; 2.33; 2.45; 2.46.4; 3.24; 4.14-4.15; 6.74; 8.18; Appendix 2
Postgraduate Diploma (PG Dip)	2.1.2; 2.33; 2.46; 3.24; 4.14-4.15; 6.74; 8.18; 8.25-8.26 Appendix 2
Posthumous awards	8.30
Pre-requisite module	2.8; 8.1

# Q

Qualifying mark	6.30-6.31; 6.74
Quorum	7.8; 7.14; 7.22

# R

Re-admission of discontinued students (to the same programme)	4.13; 7.20
---	------------

Registration of students	3.28-3.30
Registration: period	3.24; 3.27-3.30
Regulatory framework	2.28
Replacement module	2.20; 6.64(b); 6.67-6.69; 7.17-7.18
Re-registration	3.26
Restricted module	2.6
Results: publication	11.1-11.6
Re-taken module (with attendance)	2.20; 6.64(a); 6.66; 6.68-6.69; 7.17
Retracting a conferred award	11.20-11.22
Rules, Regulations and Procedures for Students	5.1-5.3; 8.2; 9.14; 9.46

## S

Semesters	2.21; 3.10; 3.19-3.21; 3.23-3.24; 3.27; 3.32; 4.12; 4.24; 6.36-6.37; 6.50; 6.55; 7.10; 7.17
Stages/Staged Award	2.15; 2.33-2.35
Student conduct	5.1-5.3
Student conferment of awards	8.15-8.26
Student discontinuation	2.25; 3.35 (non-return from intermission); 4.13 and 7.20 (criteria for readmission); 6.69; 7.17-7.18; 8.14
Student review and continuation	7.16-7.20; 8.1-8.6
Student Handbooks	2.32; 3.28; 5.5; 6.27-6.30
Student responsibilities	5.5
Student rights	5.4

## T

Transcripts	11.15-11.19
Transfer of programme (student initiated)	2.23; 7.17; 8.10-8.14
Transferred credit	8.12-8.18
Transparency and flexibility of curriculum structure	2.32

## V

Visiting students	1.1; 2.21; 6.64-6.69
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## W

Website	1.12
Withdrawal	2.24
Word limits	6.56-6.58

## Glossary

Aegrotat	Unclassified award granted to a student who has met the award requirements but was unable to attend due to illness
APEL	Accreditation of Prior Experiential Learning
APL	Accreditation of Prior Learning (Academic)
ASRC	Academic Standards and Regulations Subcommittee
CEP	Certification in English Proficiency – SAA-GE’s own English language programme
EBAB	Examination Board Awards Board
EBAP	Examination Board Assessment Panel
AAD/AD	Acting Academic Director/Academic Director
PD	Programme Director
ILSM	Independent Learning Study Materials
PSF	Programme Specification Form
PSRB	Professional, Statutory or Regulatory Body
SAA-GE	SAA Global Education
TMT	SAA-GE management team
TOR	Terms of Reference for Academic and Examination Board