

# **Academic Regulations: Pearson Higher Nationals**

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### Revision History

Version	New/Replacement	Summary of Changes
2	Replacement	<p><b>All:</b> Removal of QCF from the Regulations.</p> <p><b>Section 5:</b> Amendment of late penalty policy to submission within 5 working days from 24 hours.</p> <p><b>Section 9:</b> Change of quoracy of Assessment Board from 50% of required attendees to at least 5 of the required attendees, at least two to be from curriculum departments.</p> <p><b>Section 10:</b> Additional sub-section to clarify that compensation can be awarded after a re-assessment opportunity but only when there has been attendance and submission of assessment in the first assessment period.</p>
2.1	Replacement	Section 15 amended to reflect the amended Academic Appeals Policy and Procedure

2.2	Replacement	Section 2 amended articulating the normal UCEN Manchester expected registration periods for a qualification.
2.3	Replacement	New version accounts for the updated BTEC Pearson specifications, which utilises modules to define the overall structure of the qualification, along with the corresponding regulatory guidance on award calculation, compensation, and progression.

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## 1. PURPOSE AND SCOPE

These regulations are made for the use of staff and students of UCEN Manchester, which is part of LTE Group, and apply to all BTEC Higher National Certificates (HNC) Level 4 and Higher National Diplomas (HND) Level 5, which are monitored by the Regulated Qualifications Framework (RQF).

UCEN Manchester reserves the right to make reasonable changes to the regulations where it will enhance the delivery or the student experience of the programme. These changes will normally come into effect at the beginning of an academic year. UCEN Manchester may introduce changes during the academic year when it reasonably considers these to be in the interests of students or where there is a requirement due to regulatory framework.

These regulations do not relate to students studying a programme offered by UCEN Manchester leading to an award from a validating Higher Education institution or other awarding organisations. These programmes are covered by the Academic Regulations and regulatory frameworks of those institutions.

### 1.1. Principles

The Academic Regulations are based on the following principles:

- **Consistency, Fairness, Equity and Inclusivity**  
The regulations will be applied fairly, equitably, consistently, and inclusively to all.
- **Academic Judgements**  
The academic judgements of assessors cannot, in themselves, be questioned or overturned.
- **Rigour and Standards**  
UCEN Manchester will ensure that the academic standards of assessment are rigorous, of comparable standing with the rest of the sector, and meet the requirements of the relevant national qualifications framework. Students have the opportunity to achieve beyond the threshold level.
- **Ratification and Recording of Credit and Award**  
UCEN Manchester will have reliable provisions for the ratification and recording of credit and Award.
- **Feedback**  
UCEN Manchester will ensure that students have the opportunity to receive timely feedback that promotes learning and facilitates improvement. Students will have the opportunity to discuss their academic work and progress with staff.

### **1.2. Alignment with Sector Expectations**

Our Academic Regulations are based on the Pearson BTEC Higher National Centres Guide to Quality Assurance and Assessments and are informed by and align with national and European higher education standards including the 2024 UK Quality Code, the Framework for Higher Education, the Higher Education Credit Framework and Subject Benchmark Statements, and the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

### **1.3. The Academic Board**

The Academic Board is responsible for overseeing academic standards and the quality of the student experience across the higher education provision. The Academic Board provides assurance to the UCEN Manchester Divisional Board regarding quality and standards and compliance with Office for Students Conditions of Registration.

### **1.4. UCEN Manchester Responsibilities**

UCEN Manchester will ensure that students have access to the BTEC HNC/HND Academic Regulations and related assessment policies and procedures. These include:

- Academic Integrity Policy
- Mitigating Circumstances Policy
- Recognition of Prior Learning Policy
- HE Academic Appeals Policy and Procedure
- Complaints Policy
- Programme and unit handbooks (including assessment schedule and schemes of work)
- Programme specifications and unit descriptors
- Criteria relating to grading and marking schemes

### **1.5. The Programme Leader's Responsibilities**

The Programme Leader will ensure a Programme handbook is published and made available. This will include:

- Programme specification
- Assessment requirements
- Assessment schedules (including reassessment dates)
- Learning outcomes, assessment criteria, weightings, and mode(s) of assessment for each unit
- Procedures for the submission of assignments and indicative feedback dates
- Criteria relating to grading and marking schemes
- Mitigating Circumstances
- Late Submissions

### **1.6. Student's Responsibility**

It is the student's responsibility to:

- Ensure that they understand and comply with the assessment regulations for the Pearson HNC/HND course, and related policies and procedures.

The Assessment Board is responsible for ensuring that these regulations are followed and adhered to.

### **1.7. Enrolment and Student Terms and Conditions**

Enrolling on a programme at UCEN Manchester is an agreement bound by the Student Terms and Conditions, which makes clear that in doing so, students agree to follow all relevant policies and procedures. This includes the assessment regulations current at the time and any subsequent approved modifications during their registration period. Students will be notified of any changes to the assessment regulations during their studies.

## 2. STRUCTURE AND DURATION OF AWARDS

**2.1.** The Higher National Certificate (HNC) is a Level 4 qualification and will be awarded when a student has been credited with at least 120 credits.

**2.2.** The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. An HND will be awarded when a student has been credited with 120 credits at Level 4 and 120 credits at Level 5.

If work experience hours are required as part of a unit, the unit credits will not be awarded until the work experience hours have been completed.

**2.3.** Students are expected to complete the qualification within the programme registration period:

Mode of attendance	Registration Period	Normal credits per year	Total credits over period of study
Full Time HNC	1 Year	120	120
Full Time HND	2 Years	120	240
Part Time HNC	2 Years	60	120
Part Time HND	4 Years	60	240

In exceptional circumstances, period of registration may formally be adjusted by the Assessment Board on reasonable grounds.

**2.4.** Pearson BTEC Higher Nationals carry a maximum registration period of five years. When a student registers for a one-year HND from an HNC, the five-year period resets as a new Pearson registration number is generated.

Maximum periods of registration may be set out for students who enter with prior credits.



### 3. RECOGNITION OF PRIOR LEARNING (RPL)

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- 3.1.** Recognition of Prior Learning (RPL) is a method of assessment that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Recognition of Prior Learning (RPL) is used for the award of credits based on demonstrated learning that has occurred in the past.

- 3.2.** Recognition of Prior Experiential Learning (RPEL) is a process through which learning achieved outside of formal education or training is assessed and, as appropriate, recognised for academic purposes.

- 3.3.** Students should be directed to the Recognition of Prior Learning Policy and Procedure for details on how to complete applications: [Higher Education Policies](#).

## 4. STUDENT ENTITLEMENT

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### 4.1. When a student registers on a HN programme they are entitled to:

1. an initial opportunity to attempt the assessment tasks
2. one referral opportunity (if required)

### 4.2. Formative and Summative Assessment

One formal formative assessment feedback will be included in each assessment plan at a point when students will have had the opportunity to provide evidence towards all the assessment criteria. This assessment will be formally recorded.

Further formal formative feedback will be provided if it transpires at the initial formative assessment stage that students have misinterpreted or have been misdirected by the assignment brief. In this instance, another formative assessment will be provided once issues have been addressed.

Following formative assessment and feedback, students can:

- revisit work to add to the original evidence produced to consolidate a pass grade or to enhance their work to achieve a higher grade
- submit evidence for summative assessment and final unit grade

Summative assessment is a final assessment decision on an assignment task in relation to the assessment criteria of each unit. It is the definitive assessment and will be recorded on the student's profile.

If the student does not achieve a pass grade after both formative and summative assessment, the submitted work will be recorded as a "Refer," or "Defer" where mitigating circumstances have been applied for and accepted.

## 5. PASSING A UNIT / MODULE AND THE AWARD OF CREDIT

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- 5.1.** Grading of BTEC Higher National qualifications is at the unit/module and the qualification level.
- 5.2.** A unit/module assessment is made up of one or more assessment tasks which could be either “In Programme Assessment” or “End Assessment.” Where there is more than one assessment task, weightings, and rules for passing the unit/module will be defined and published.
- 5.3.** For a unit involving one assessment, the overall grade will be the grade obtained in that assessment. For a unit involving more than one assessment, Assessors must show how they reached their decision using the criteria in the unit descriptor. When a student has completed all the assessments for a unit, the assessment team will give a grade for the unit. This grade is based on the highest level the student is judged to have met for all the criteria.
- 5.4.** A Pass is awarded for the achievement of all outcomes against the specified assessment criteria.
- 5.5.** The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments or coursework. Students who do not satisfy the Pass criteria will be reported as Unclassified.
- 5.6.** Merit and Distinction grades are awarded for higher level achievement.
- 5.7.** Refer will be noted if after formative and summative assessment, the student has failed to achieve a pass grade
- 5.8.** Defer will be noted if the student has submitted a case for mitigating circumstances and it has been accepted. In this instance the student will be permitted a further opportunity for assessment.
- 5.9.** If following the initial referral and reassessment, the student does not achieve a pass, the unit will be noted as a Fail.

## 6. INTERNAL VERIFICATION OF ASSIGNMENT BRIEF

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- 6.1.** All assignment briefs, even those provided by published sources, must be internally verified every year, prior to issue to the student.
- 6.2.** Internal verification of the assignments should be conducted by a staff member who is familiar with BTEC assessment at the appropriate level and has subject knowledge within the programme area. Internal verification should always be reported and recorded. If the Internal Verifier identifies further actions, the Assessor is required to complete all actions and return it to the Internal Verifier for review and sign off. Once the assignment has been signed off as being fit for purpose by the Internal Verifier, it may be issued to the students.
- 6.3.** The purpose of internal verification is to confirm that the brief is fit for purpose, by ensuring:
- the tasks and evidence will allow the student to address the targeted learning outcomes
  - the brief is written in clear and accessible language
  - students' roles and tasks are vocationally relevant and appropriate to the level of the qualification
  - timescales and deadlines are appropriate
  - equal opportunities are incorporated

## 7. LATE SUBMISSIONS

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- 7.1. Where an authorised extension (see section 10. Mitigating Circumstances) has **been approved** in advance, work submitted within five working days of the published submission date will be marked, and the mark will be uncapped.
- 7.2. Where an authorised extension (see section 10. Mitigating Circumstances) has **not been approved** in advance, work submitted within five working days of the published submission date will be marked, however, this will be capped at a Pass mark. The programme team will mark the work without penalty and then apply the late penalty. This is in case of any late appeals by the student.
- 7.3. Work submitted **after** 5 working days of the published deadline and without an authorised extension will not be marked and will be recorded as a “non-submission”. Students will be offered a single reassessment at the next available opportunity. Merit and Distinction criteria will not be included in the reassessment brief.

## 8. ASSESSING GROUP WORK

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- 8.1.** Group projects may be included in the assessment schedule for a unit only where one or more learning outcomes of the unit indicate that they are appropriate.
- 8.2.** A common group grade will not be assigned to all members of the group; individual contributions will be measured and graded against the learning outcomes, the assessment, and grading criteria.
- 8.3.** Evidence of observation of presentations and discussions (with peers, with Assessors etc.) will be detailed and mapped to criteria to provide evidence of achievement of individual contributions.
- 8.4.** In some cases, presentations may provide evidence only sufficient for Pass criteria, for example where a presentation contained no corroborated detail of individual tasks undertaken by members of the group. In such cases, evidence for higher grades may be achieved through formalised questioning of individual students mapped to the assessment criteria, or having the students produce a supplementary report of their activities.
- 8.5.** Feedback can be directed to the group with reference to individual contributions and achievement.
- 8.6.** For graded programmes, the achievement of the Merit and Distinction grade descriptors should be measured against individual contributions and the method of measurement should be clear within the assignment brief.

## 9. INTERNAL VERIFICATION OF ASSESSMENT DECISIONS

- 9.1.** Internal Verifiers must sample assessed work for each assignment to check the accuracy of assessment decisions. Internal verification of assessment decisions should be conducted by a staff member who is familiar with BTEC assessment at the appropriate level and has subject knowledge of the programme area.
- 9.2.** Feedback from the Internal Verifier to the Assessor should comment on the quality of their feedback to the student and the effective completion of documentation. The Internal Verifier should also give developmental feedback to the Assessor telling them what could be improved e.g. annotation of assessment evidence to show where grades are achieved. Internal verification of assessed work should be clearly recorded. If the Internal Verifier requires action, the Assessor should complete this and return it to the Internal Verifier for their review and sign off.
- 9.3.** Internal verification of assessment decisions must not be end-loaded. It is important that it is undertaken as soon as possible after assessment as this will improve the quality of assessment practice and not disadvantage students. Internal Verification must be undertaken before work is returned to the students.
- 9.4.** During the programme, internal verification sampling should cover the following:
- Every assessor
  - Every unit
  - Work from every assignment
  - Every assessment site (for multi-site centres)
  - Pass, Merit and Distinction achievement (a student who has not yet achieved or a referred student is also a valid selection)

## 10. MITIGATING CIRCUMSTANCES REGULATIONS

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**10.1.** UCEN Manchester acknowledges that students may face difficulties and challenges whilst studying a Higher Education programme. Whilst most challenges will be part of everyday life, sometimes a serious and unforeseen event may have an impact on a student's ability to complete assessments.

**10.2.** Students may submit mitigating circumstances requests for consideration in respect of their summative assessment where they are:

- Unable to submit coursework on the required date
- Unable to attend examinations or other scheduled assessments
- underperform in an assessment

**10.3.** Students and staff should refer to the Mitigating Circumstances Policy and Procedure for full details: [Pearson Edexcel Policies](#).



## 11. REASSESSMENT/RESUBMISSION

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**11.2.** A student who, for the first assessment opportunity, has not achieved a Pass for that unit will normally be required to attempt the assessment again to achieve before progressing to the next level of the programme. The Assessment Board can only grant this reassessment/resubmission.

- Only one opportunity for reassessment/resubmission of the unit will be permitted.
- Reassessment/resubmission for coursework, project or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment/resubmission shall involve completion of a new task.
- A student who undertakes a reassessment/resubmission will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed/resubmit in any component of assessment for which a Pass grade or higher has already been awarded.

The following applies to a student who, for the first assessment opportunity and reassessment/resubmission opportunity, still does not achieve a Pass for that unit specification:

- The Assessment Board may permit a student to Repeat a unit if the student attempted the resubmission opportunities.

## 12. REPEAT UNITS

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- 12.1.** The following applies to a student who, for the first assessment opportunity and reassessment/resubmission opportunity, still failed to achieve a Pass for that unit specification:
- The Assessment Board can permit a student to repeat a unit if the student has attempted resubmission opportunities.
  - The student must study the unit again with attendance and payment of the unit fee.
  - The overall unit grade for a successfully completed repeat unit is capped at a Pass.
  - Units can only be repeated once.
  - The same deadlines and assessment brief as the current cohort applies.
  - Any evidence previously produced by the student for the unit being repeated that did not meet the Pass criteria remains valid and may be used for assignments within the repeat unit.
  - Students who are repeating a unit only need to generate evidence for any Pass criteria that they did not achieve in their previous submissions.
- 12.2.** A student who, for the first assessment opportunity **within** a repeated unit, does not achieve a Pass for that unit specification will be expected to undertake a reassessment.
- 12.3.** If a student repeats an RQF unit and still does not achieve a Pass in neither their first submission nor resubmission, they will be required to either complete a different unit in full or take the unit as compensation. In either instance, the centre must make sure that the relevant rules of combination and requirements have been met

## 13. COMPENSATION

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**13.1.** Compensation can only be granted once the grade decisions have been processed and approved by the Assessment Board. The student must have been given the opportunity of reassessment/resubmission in the first instance and processed accordingly at the next board. If the student has not achieved a Pass in the unit at that stage, they can either repeat the unit or take it as compensation if they meet the requirements of compensation.

**13.2.** Compensation can only be awarded if the student has completed the unit. This requires reasonable attendance and submission of all the assessment work for the unit.

### **13.3.** Compensation Provisions for the HNC

A student can be awarded an HNC if they have:

- completed units equivalent to 120 credits at Level 4
- achieved at least a pass in 105 credits at Level 4.

### **13.4.** Compensation Provisions for the HND

A student can be awarded an HND if they have:

- completed units equivalent to 120 credits at Level 5
- achieved at least a pass in 105 credits at Level 5
- completed units equivalent to 120 credits at Level 4
- achieved at least a pass in 105 credits at Level 4.

**13.5.** Compensation is not available for HN programmes that refer to modular structures.

## 14. ACADEMIC MISCONDUCT

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UCEN Manchester is committed to the promotion and maintenance of academic integrity and underpins the standards across the institution. Academic integrity involves engaging in good academic practice and developing essential academic skills. UCEN is proud to be a signatory to the Academic Integrity Charter for UK Higher Education. Academic Integrity involves acting with honesty and openness and acknowledging all sources used in researching for assessments, including artificial intelligence sources.

Students must authenticate the evidence that they provide for assessment. They should do this by signing a declaration stating that it is their own work when they submit it. For practical or performance activities observed by the Assessor, this is not necessary.

Written assessment should be submitted via the online plagiarism detector, Turnitin.

- 14.1.** All cases of academic misconduct will be reported and investigated under the Academic Integrity Policy.
- 14.2.** Section 4 of the Academic Integrity Policy refers to the various forms of academic misconduct that fall within the scope of the policy.
- 14.3.** Staff and Students should refer to and familiarise themselves with the Academic Integrity Policy.
- 14.4.** Any proven cases of Academic Misconduct will be reported to the appropriate assessment boards.

## 15. OPERATION OF ASSESSMENT BOARDS

### 15.1. Terms of Reference

UCEN Manchester operates single tier Assessment Boards which are authorised to:

- determine the standard of student unit/module assessment outcomes
- note any instance of cheating, plagiarism, and other forms of unfair practice
- note any accepted deferral mitigation claims
- make decisions regarding compensation on failed units
- confirm unit grades and classifications
- identify and make decisions on reassessment/ resubmission, deferral, and retake opportunities
- determine Progression of students on to the next stage of the programme
- determine the awards to be made to students
- receive comments and reports from External Examiners

### 15.2. Member of Assessment Board

The membership of the Assessment Boards shall be as follows:

- Head of Registry or nominee (Chair)
- Relevant Head of Department/Director of Curriculum
- Relevant Department Team Leader
- Programme Leader
- Module Leaders
- Academic Services Officer (Minutes)
- Relevant External Examiner or confirmation of visit

**15.3.** It is expected that members of the Assessment Board will make every reasonable attempt to attend the meeting. Where appropriate, a nominee will be proposed to the Chair.

**15.4.** The meeting will be quorate when there at least five of the required attendees are present, two of which must be from curriculum departments.

**15.5.** Where not quorate, the Assessment Board will proceed informally with the Minutes being shared with the membership as soon as possible. Absent members of the Board should review the Minutes and respond confirming the Board's decisions are appropriate and reflect the terms of reference.

**15.6.** These boards will normally be held twice a year for each Pearson programme; one to consider end of year first sits and one to consider re-assessments/deferrals. Although, if programmes are operated on a semester system, there may be intermediate boards at the end of semester one.

**15.7.** Whilst most Assessment Board activity will be enacted at the Board itself, there may be rare occasions where this is not possible.

- 15.8.** The Chair of the Assessment Board has delegated powers to act between scheduled meetings on:
- items of routine business that would not normally merit discussion at the meeting
  - matters relating to the implementation of decisions which have already been approved at previous meetings
  - issues which arise that, in the view of the Chair, are too urgent and important for consideration to be deferred until the next scheduled meeting
- 15.9.** In such cases, the Chair will have delegated authority to act, which may take the form of:
- calling a special meeting of the Board
  - consulting with members of the committee by correspondence
- 15.10.** In all cases the Chair will exercise care before acting on behalf of the board member and, if appropriate, may consult with senior colleagues.
- 15.11.** The Chair may act on matters of importance where the delaying of a decision would disadvantage the UCEN Manchester or the student.
- 15.12.** Where the Chair has exercised delegated authority, a written report of the action taken will be presented to the next scheduled meeting.

## 16. CALCULATION OF THE FINAL QUALIFICATION GRADE AND PROGRESSION

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**16.1.** To achieve a Pearson BTEC Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4

**16.2.** Compensation Provisions for the HNC:

- A student can still be awarded an HNC if they have not achieved a minimum of a Pass in one of the 15 credit units (including core units) completed but have completed and passed the remaining units.

**16.3.** To achieve a Pearson BTEC Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5
- achieved at least a pass in 105 credits at level 5
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4

**16.4.** Compensation Provisions for the HND:

- A student can be awarded an HND if they have completed but not achieved a Pass in one of the 15 credit units at level 4 and, similarly, if they have attempted but not achieved one of the 15 credit units at level 5. They must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

**16.5.** The calculation of the overall qualification grade is based on the student's performance in all units to the value of 120 credits.

**16.6.** Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at level 4 for the HNC or Level 5 for the HND, based on unit achievement.

- All units in valid combination must be attempted (120 credits).
- At least 105 credits must be Pass or above.
- All 120 credits count in calculating the grade at each level as applicable.
- The overall qualification grade is calculated in the same way for the HNC and for the HND.
- The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

- Units that have been attempted but not achieved, and subsequently granted compensation, will appear as “Unclassified;” i.e. “U” grade, on the students Notification of Performance, which is issued with the students Certificate.

### 16.7. Grade Credits and Boundaries

Grade	Points per Credit
Pass	4
Merit	6
Distinction	8

Grade	Points Boundaries
Pass	420-599
Merit	600-839
Distinction	840+



## 16.8. Revised Programme Specification

This section refers to Pearson BTEC Higher National programmes on the revised specifications – using Modules to define the overall structure of the qualification.

To achieve a Pearson BTEC Level 4 Higher National Certificate qualification, a student must have:

- completed modules equivalent to 120 credits at Level 4.

To achieve a Pearson BTEC Level 5 Higher National Diploma qualification, a student must have:

- completed modules equivalent to 120 credits at Level 5
- completed modules equivalent to 120 credits at Level 4.

## 16.09. Availability

Compensation is not available to students on the revised programme specification.

## 16.10. Grade Points and Boundaries

The following point system applies: -

### Points per assessment unit criteria

Grade	Points
Pass	1
Merit	2
Distinction	3

### Point Boundaries

Grade	Points Boundaries
Pass	10
Merit	16
Distinction	23

## 16.11. Progression

- HND student must achieve a Pass grade for Assessment Unit A1: Concept & Development (340 GLH – 85 credits) before beginning the Level 5 curriculum; this allows the student to complete the assessment of Assessment Unit A2: Creative Project (140 GLH – 35 credits). It also allows the student to complete the remaining Level 4 assessment while continuing with Level 5 study. If an HND student does not complete the full qualification, they may be awarded an HNC if they have gained enough credits.

## 17. RIGHT OF APPEAL

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### 17.1. Grounds for Appeal

An appeal is a formal request for a decision regarding student progression, assessment, or awards to be reviewed and may only be based on one or more of the following grounds:

- If the Review Panel is satisfied that the student's academic achievement or progression was affected by incapacity which clearly prevented the student from submitting a 'Mitigating Circumstances' application in time for due consideration by the relevant Mitigating Circumstances panel, or where the student was unable, for valid and evidenced reasons, to divulge information before the Assessment Board reached its decision. The request must be supported by a clear statement detailing the 'incapacity' and/or explaining why the student was 'unable' to submit personal mitigating circumstances at the appropriate time, together with medical certificates or other documentary evidence acceptable to the Review Panel.
- If the Review Panel is satisfied, on evidence produced by a student or any other person, that the student's performance in an examination (or other assessment) was adversely affected by a material administrative error attributable to UCEN Manchester or to an agent acting on behalf of UCEN Manchester (Maladministration).
- If the Review Panel is satisfied that the student's performance was adversely affected because an examination (or other assessment) was not conducted in accordance with the current published, relevant regulations for the academic programme (Breach of Regulations).

Please note that an appeal cannot be made against an academic judgment of UCEN Manchester staff. An appeal against a grade cannot be made following the outcome of the final Examination Board unless the appeal is based upon extenuating circumstances or an administrative error.

Students should be directed to the Higher Education Academic Appeals Policy and Procedure for more information: [Pearson Edexcel Policies](#).

### 17.2. Student's Responsibility

- The student is responsible for initiating the appeals procedure, in the required format and within the defined time limit as outlined in the Academic Appeals Policy and Procedure.