



4.0. Academic Regulations

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Version Number 8

Reviewed September 2025



Version Control Statement

Version	Date	Changes	Reason	Author	Next review
1	03/09/2019	New Policy		Head of HE	September 2020
2	July 2020	1. Replaced Registrar with Student Support Manager 2. Restored the Table of Contents page 3. Appropriately renamed the document	Annual Review	Head of HE	Jul/Aug 2021
3	July 2021	Minor adjustments	Annual Review	Head of HE	Jul/Aug 2022
4	Aug 2022	Minor changes / Role	Annual Review	Head of HE	Aug 2023
5	Aug 2023		Annual Review	Programme	Aug 2024
6	April 2024	Minor adjustments to enhance its clarity.	QA Review	QA	August 2024
7	September 2024	Minor adjustments to enhance its clarity.	Annual review	QA Lead	August 2025
8	September 2025	Textual changes to enhance clarity, no changes to previous regulations.	Annual review	QA	August 2026

External Reference Points

These academic regulations constitute the core document that provides practical guidelines on how Waltham International College will ensure that the four primary regulatory objectives of OFS including the Office for Students Principles of Public Governance

It is developed based on the QAA Quality Code.

Internal References

- Admissions Policy
- External Expertise Policy
- Assessment Policy
- Fitness to Study Policy
- Teaching and Learning Strategy
- Attendance, Retention and Support Policy
- Academic Misconduct Policy and Procedures
- Fitness to Practise Policy
- Complaints Policy
- Student Engagement Policy

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Academic Regulations

1. Introduction

These Academic Regulations set out the expectations, requirements, and procedures that govern academic activity and student conduct at Waltham International College (WIC). They apply to all students and staff engaged in learning, teaching, assessment, and academic administration.

The Academic Board is responsible for approving, monitoring, and reviewing these Academic Regulations. The Regulations are normally published before the start of each Academic Year and may be updated annually. Where updated, the revised Regulations supersede earlier versions and apply to all students regardless of year of study.

WIC delivers higher education programmes that lead to awards issued by external awarding partners. Where an awarding partner has regulations that apply to a programme, awarding partner regulations take precedence in relation to assessment, progression, awards, and academic appeals.

2. Compliance and Responsibility

All students, academic staff, professional services staff, and support staff are required to comply with these Academic Regulations and the associated College policies.

These Regulations support the College's responsibilities to:

- protect academic standards and quality in line with relevant external reference points;
- safeguard the student experience;
- maintain fairness, integrity, and consistency;
- manage risk and ensure compliance with awarding partner requirements.

Failure to comply with these Regulations may result in the application of relevant College procedures (including academic misconduct, non-academic misconduct, fitness to study, or fitness to practise procedures, as applicable).

3. Academic Regulations

These regulations establish the principles and expectations of the college with respect to the functions of scholarly conduct and the experience of teaching, learning and assessment of the college community. These principles should also be considered within the explicit and detailed regulations of each awarding organisation with which the college is collaborating.

All members of the WIC student community are expected to adhere to the regulations, procedures and policies of the College, to show respect for the persons within and for the property of the College, and to behave in a way that does not interfere with the proper functioning or activities of the College. Such expectations are set out in the College Charter and the Student Code of Conduct. Where there is reason to believe that the behaviour of a student falls below the expected standards, the academic or non-academic misconduct procedure will be instigated.

3.1 Admission

Students who meet the minimum entrance requirements of the programme and the level they have applied for and have passed any entry tests may be admitted to the College (see Admissions Policy). General conditions include:

- satisfactory number of credits for entrance through Recognition of Prior Learning (see Assessment Policy)
- English Language Competency to the level specified by the awarding partner
- a satisfactory criminal records check (if applicable, depending on the programme of study)
- compliance with the enrolment procedure (where an awarding partner has a separate enrolment procedure, for example, completing an online enrolment where applicable)
- acting reasonably and fairly, and treating the admissions process in a respectful manner
- receiving clearance to undertake the programme where an occupational health assessment is required
- meeting prescribed conditions of fitness to study (under the Fitness to Study Policy)

3.2 Enrolment

The following annual enrolment expectations apply:

- It is a student's responsibility to provide up-to-date contact details (residential address, email and phone numbers) for correspondence at every stage of their studies
- Deadlines for enrolment on programmes and module registration must always be met, where awarding partners have a separate enrolment process
- Enrolment or registration beyond these deadlines is at the discretion of the awarding partner. Some partners may require students to re-enrol annually. Failure to re-enrol may affect access to online facilities and receipt of funding
- Students who have achieved at least a pass grade and have applied, and received approval for funding, may be automatically enrolled for the subsequent stage/level of tuition
- All enrolled students will receive college specific student e-mail addresses. Partner relevant email addresses may also be provided where appropriate
- Students are responsible for the payment of tuition fees and may apply for any eligible funding, including student support finance.

3.3 Induction and Transition

All new students are required to attend an induction at the commencement of their programme of studies. During the induction, students attend several mandatory training sessions. All progressing students must attend a transition event, which is prepared to support students who progress from one stage/level to the next.

Students:

- must turn up for and participate in induction/transition activities on time and participate fully;
- understand that failure to attend induction/transition may delay the start of study, funding approval/payment processes, and may impact attendance calculations unless the absence is pre-authorised.

3.4 Teaching and Learning

WIC expects students to engage actively in learning. Higher education study requires students to take responsibility for:

- preparation for taught sessions,
- participation in learning activities (including group work, presentations, discussions),
- managing time and assessment workload throughout the module,
- engagement with feedback and reflection activities.

Students must attend scheduled teaching sessions and required academic activities, including:

- timetabled classes,
- examinations and assessments,
- presentations and live assessment events (where applicable),
- meetings with personal tutors and relevant support appointments.

3.5 Attendance and Participation

WIC operates a risk-based approach to attendance and engagement in line with the Attendance, Retention and Support Policy.

- The College will normally issue a warning following two weeks of continuous absence.
- Continued absence may lead to suspension or withdrawal after four weeks of continuous absence, particularly where a student is deemed high-risk and does not engage with offered support.
- Students are expected to engage with support interventions and attendance monitoring.

Where a student is unable to attend an exam or meet an assessment deadline due to unforeseen circumstances, they must follow the College's mitigating/extenuating circumstances process (and any awarding partner requirements) to protect their first attempt and avoid penalties.

For long-term illness or extended disruption, students must notify the College (and awarding partner where required) promptly and may need to consider interruption/deferral options.

3.6 Assessment of Student Work

3.6.1 Submission of Written Assessments

Unless otherwise specified, written assessments must be submitted electronically via the relevant VLE submission portal (including plagiarism/similarity checking tools where required). This includes essays, reports, and presentation files, but excludes paper-based written examinations unless otherwise stated.

Students must:

- submit work in the correct format stated in the assessment brief;
- ensure the work is their own and meets academic integrity requirements;
- submit to the correct module and the correct submission link.

Submitting to the wrong link is not normally accepted as a valid reason for non-submission or failure.

3.6.2 Submission deadlines

Students receive an academic calendar and assessment schedule, including submission deadlines and relevant assessment board dates.

Students are expected to:

- engage with formative assessment activities and drafts where provided;
- use formative feedback to improve work prior to summative submission;
- plan ahead and submit work by the deadline.

3.6.3 Extensions and Extenuating Circumstances

Where a student cannot meet a deadline, they must notify an appropriate member of staff (e.g., lecturer, assessment team, student support) and submit an extenuating circumstances request as soon as possible, with appropriate evidence.

Key expectations:

- Evidence should support the claim and demonstrate impact on assessment.
- Students may be asked for draft work to date where relevant.
- Poor time management, routine work commitments, or ongoing caring responsibilities will not normally be accepted unless an exceptional and evidenced change in circumstances is demonstrated.
- Approval is not automatic; students should continue working and submit if possible.

3.6.4 Late Submissions

Late submissions will be handled in accordance with awarding partner regulations (including penalties and capped marks where applicable). Where awarding partner regulations allow short extensions, the student should seek guidance promptly.

For examinations, a missed examination will not normally be granted a late attempt. If no valid extenuating circumstances have been submitted within the required timeframe, the awarding partner may refuse a resit opportunity.

3.6.5 Resubmissions (Referrals)

Resubmission and referral opportunities are normally considered and approved through the awarding partner assessment board process.

Students should note:

- resubmission windows may fall outside term time;
- resubmission tasks may differ depending on awarding partner rules;
- being on holiday during resubmission periods is not normally accepted as a valid reason for failing to resubmit.

Where permitted by awarding partner regulations, resubmitted work may be capped at a pass/minimum threshold, which may affect overall classification.

3.6.6 Non-Submission

Work submitted after the period where lateness is permitted (where an extension or deferral has not been granted) will be recorded as a non-submission. Where eligible, the student may be required to hand in their work at the next available submission opportunity.

3.6.7 Checking for Similarity and Authenticity

WIC expects all submitted work to be original, authentic, and the student's own.

- Similarity checking tools may be used for written submissions.
- Academic staff review similarity reports and investigate where patterns indicate potential misconduct.
- Suspected plagiarism, contract cheating, collusion, fabrication, or other academic misconduct will be managed under the Academic Misconduct Policy and Procedures.

Use of generative Artificial Intelligence (AI) tools must follow any published rules set by the College and/or awarding partner for the relevant module/assessment.

3.7 Extenuating Circumstances, Reasonable Adjustment and Special Consideration

WIC is committed to fairness and accessibility in assessment.

- Reasonable adjustments may be implemented to remove a disadvantage arising from disability or a recognised learning difference.
- Reasonable adjustments may be implemented for students who may have a significant unforeseen impact on their ability to complete an assessment.
- Adjustments must not compromise academic standards, learning outcomes, or fairness to other students.
- Adjustments are normally agreed in advance (pre-assessment) and require appropriate evidence.

3.7.1 Extenuating Circumstances

Extenuating circumstances are genuine circumstances, beyond the control of the student involved or cannot be foreseen, and that seriously affect their ability to undertake and complete an assessment.

Extenuating circumstances do not excuse students from completing the assessment. Students must still demonstrate that they can achieve the required learning outcomes to achieve each module and meet the programme requirements for progression or award. This is done when extenuating circumstances no longer affect their performance. Students are required to complete (with evidence) the Extenuating Circumstances Form available from student VLE.

3.7.2 Situations affecting Groups of Students

Separate procedures apply to cases where assessments are affected by exceptional circumstances for all students in the class, group or cohort. These may include, for example, disruption in an examination room, prolonged absence of a lecturer. Such events are managed by the Programme Leader.

3.7.3 Reasonable adjustment

Reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the student at a disadvantage in assessments situation. The principle of making reasonable adjustments is to avoid prejudice or compromise on the reliability or validity of assessment outcomes, or giving the learner an unfair advantage over, or to disadvantage, other students undertaking the same or similar assessment. Reasonable adjustments are agreed at the pre-assessment stage. All requests for reasonable adjustments are considered with supporting evidence.

3.8 Academic Appeals

Students may submit an academic appeal in line with the awarding partner rules and WIC's procedures where applicable.

Appeals are normally considered only where there is evidence of:

- procedural irregularity,
- bias,
- error in applying regulations,
- or other valid grounds defined by the awarding partner.

An appeal is not normally valid solely because the student disagrees with academic judgment or wanted a higher grade.

The Academic Board monitors all appeal cases. The student is required to complete an Appeals Form with supporting evidence.

3.9 Progression and Awards

Progression between levels/stages and award decisions are confirmed through awarding partner assessment boards.

Students should allow time for formal confirmation after grades are released. Award and progression outcomes are issued in accordance with awarding partner timelines and regulations.

3.10 Interruption, withdrawal, suspension and termination

A student's registration may be suspended or terminated where:

- false, misleading, or incomplete information was provided at enrolment;
- the student fails to make sufficient academic progress (in line with relevant regulations);
- the student is subject to a relevant procedure (Academic or Non-academic Misconduct, Fitness to Study or Fitness to Practice);
- the student's conduct poses a risk to themselves or others.

The Principal (or authorised nominee) may suspend or exclude a member of the College community pending investigation where necessary to protect safety, welfare, or the integrity of WIC processes.

3.11 Student comments and complaints

WIC welcomes feedback, comments, and complaints as part of continuous improvement.

- Complaints will be managed under the Complaints Policy.
- Complaints about awarding partner services must be submitted to the awarding partner directly, where required.
- A student who is unsatisfied with the outcome of a complaint may appeal. Details of Internal Appeals are set out within the relevant policy and procedure.
- Students dissatisfied after completing internal processes may be able to escalate to the Office of the Independent Adjudicator for Higher Education (OIA), where applicable.

3.12 Student Engagement and Representation

Students are encouraged to engage with the academic, management and decision-making processes of the college. They are encouraged to participate in the activities of the Student Body and also in student representation opportunities. Student Representatives are supported and encouraged to participate in the various committees, board and panel meetings responsible for the management of the College.

In addition, students are encouraged to attend the Student Staff Liaison Committee meetings, where they can collectively discuss their experiences and those of their peers. Details of these arrangements are in the Student Engagement Policy.

4. Appendices

There are no appendices to this policy.