



# Academic Regulations Policy

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<b>Dissemination requirements</b>	Available to All staff. Public access to policy. Dissemination lead by head of Education & Training Delivery.
<b>Part of Trust’s publication scheme</b>	Yes

The East of England Ambulance Service NHS Trust has made every effort to ensure this policy does not have the effect of unlawful discrimination on the grounds of the protected characteristics of: age, disability, gender reassignment, race, religion/belief, gender, sexual orientation, marriage/civil partnership, pregnancy/maternity. The Trust will not tolerate unfair discrimination on the basis of spent criminal convictions, Trade Union membership or non-membership. In addition, the Trust will

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have due regard to advancing equality of opportunity between people from different groups and foster good relations between people from different groups. This policy applies to all individuals working at all levels and grades for the Trust, including senior managers, officers, directors, non-executive directors, employees (whether permanent, fixed-term or temporary), consultants, governors, contractors, trainees, seconded staff, homeworkers, casual workers and agency staff, volunteers, interns, agents, sponsors, or any other person associated with the Trust.

All Trust policies can be provided in alternative formats.

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## 1. Policy Statement

- 1.1 This document outlines the Academic Regulation Policy for the East of England Ambulance Service NHS Trust (the Trust).
- 1.1 These Academic Regulations were introduced in June 2020, in order to unify various Trust policies and ensure clear academic guidance for staff and learners. They apply to all programmes of study (all levels) including on-going training such as Essential Care Skills, the Trust’s annual update programme and any Trust lead education, both within training centres and operational settings.
- 1.2 Separate policies and procedures will apply to recruitment and admissions processes. Any courses that are delivered through an external Higher Education Provider such as a University or College are subject to that institutes own Academic Regulations as the learner, although an Employee of the Trust, is deemed a student enrolled with that institute.
- 1.3 The East of England Ambulance Service Academic Regulations are the definitive statement, which supersede all other East of England Ambulance Service documents of the regulatory framework for courses leading to a taught award at all levels. In the unlikely event of any discrepancy between the Academic Regulations and any other East of England Ambulance Service publication, the Academic Regulations take precedence and are applied in all academic matters. They have been approved through Trust governance processes and are reviewed annually by the compliance and risk group.
- 1.4 All taught courses leading to an award are required to adhere to these Academic Regulations, unless the Education & Learning Group has agreed otherwise. An Academic Regulations Subcommittee (made up of the Head of Academic Practice and Training Delivery and four representatives from the Education & Training Officer team) are responsible for the day-to-day operation of the Academic Regulations and can mediate between any issues of interpretation and/or ambiguity that may arise from time to time, and between meetings of the Education & Learning Group. The Subcommittee is responsible for proposing any amendments to the Academic Regulations to the Compliance and Risk

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group each year. East of England Ambulance Service Academic Regulations take full account of the UK Quality Code developed by the Quality Assurance Agency for higher education (QAA) to define and maintain academic standards in UK higher education.

### **2. Scope**

This policy applies to all employees of the Trust. For the purposes of providing academic guidance, it also applies to volunteers i.e. Community First Responders, Patient Transport Services Volunteer Drivers and volunteer senior clinicians; temporary or bank workers

### **3. Course delivery, awarding bodies and prior learning**

- 3.1 The Trust is committed to delivering accredited training courses, which allow staff to be employed operationally in clinical roles (Table 1). The Trust also recognises applicants at these grades who have completed training in other Ambulance Trusts, for example, a direct entry programme will provide Trust specific content to ensure applicants are fully inducted to East of England Ambulance Service protocols and values. The Trust also works in partnership with several awarding and regulatory bodies to provide the highest quality care for our patients and to support and protect our staff.
- 3.2 FutureQuals provides the framework for East of England Ambulance Service apprenticeship programmes. Developed in partnership with the NHS National Education Network for Ambulance Services (NENAS), which includes the College of Paramedics, these qualifications provide entry at various levels including Ambulance Service patient transport, emergency and urgent care support and Associate Ambulance Practitioner.
- 3.3 The Health and Care Professionals Council (HCPC) protects the public by regulating 15 health and care professions. This is achieved by setting standards for professionals' education, training and practice, keeping a register of professionals,

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known as 'registrants', who meet their standards, and taking action if professionals on the Register do not meet the standards outlined. The Trust actively promotes professionalism and will reference the HCPC codes of conduct in all relevant courses. The HCPC guidelines can be found at <https://www.hcpc-uk.org/>

3.4 The Nursing and Midwifery Council (NMC) are the professional regulator for nurses and midwives in the UK, and nursing associates in England. As a Trust we employ clinicians who may hold dual registration. The Trust also delivers an Ambulance Nurse programme. All nursing staff who work for the Trust must comply with the statutory requirements set out by the NMC. <https://www.nmc.org.uk/>

Course	Awarding body
Ambulance Care Assistant	EEAST
Ambulance Care Assistant – Urgent Tier	EEAST
Level 3 Diploma Ambulance Care Support Worker	FutureQuals
Level 3 First Responder (CFR)	FutureQuals
Level 3 Certificate in Emergency Response Driving	FutureQuals
Level 3 co-response (military co-responders)	FutureQuals
Level 4 Associate Ambulance Practitioner Apprenticeship	FutureQuals
Ambulance Nurse	EEAST
Graduate Entry Programme	EEAST
Direct Entry Programme	EEAST

Table 1: overview of current delivered courses and awarding bodies – list is accurate at time of review but is not exhaustive.

3.5 Accreditation of Prior Certificated Learning (APCL) and Accreditation of Prior Experiential Learning (APEL) may be considered both for learners' admission, with prior learning to a course, and for subsequent exemption from a particular module(s) within the



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course for which a learner is registered. However, if the subcommittee feel exemption from a particular element may be detrimental to the overall clinical focus of a course, the learner would be required to undertake all elements. APCL and APEL can also be used when applying to external partner institutes.

### 4. Definitions

These Academic Regulations incorporate the following definitions:

#### 4.1 Credit

Credit is an educational currency. It measures the notional learning hours required to undertake a module / course, based on the ratio of 1 credit to 10 notional learning hours. Successful completion of a module / course leads to the award of an approved volume of credit. Full-time undergraduate students normally take modules / courses with a total value of 120 credits in one academic year.

#### 4.2 Modules

- 4.2.1 A **module** is a discrete body of learning leading to specified learning outcomes which are formally assessed. Learners 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 has been granted by the Board / Subcommittee.
- 4.2.2 The academic content, intended learning outcomes and assessment methods for a module are summarised on a **Course Definition Form (CDF)**. CDFs are formally approved during the Course (Re)Approval and/or Curriculum Revisions processes.
- 4.2.3 All modules are placed into one of the following types: standard, placement, theory practice, major project.

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4.2.4 Placement Modules are conducted in the operational setting and will be supported by the Practice Educator (PEd) team alongside the locality management. When undertaking a placement, the learner is completing a “module” and therefore is still governed by the Academic Regulations. Learners should also be mindful of the HCPC code of conduct for students.

### 4.3 Courses

4.3.1 A **course** comprises an approved range of modules designed to prepare students for a named award. A Learner studying for such an award must be registered for the appropriate course.

4.3.2 Each course is assigned an approved **course title** designed to reflect the course’s curriculum content. In order to qualify for the named award for which the Learner is registered all assessment elements and placement requirements must be completed.

### 4.4 Awards

4.4.1 An **award** is the qualification conferred by East of England Ambulance Service or partner institution to a Learner on successful completion of a period of study. Where the award is an accredited programme, the awarding body will confer the award.

### 4.5 Academic Standards

4.5.1 The Trust 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 transferable skills which Learners are expected to demonstrate on successful completion of a period of learning.

4.5.2 **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 East of England

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 Ambulance Service or Partner Institutes award in terms of the knowledge, understanding and skills that an award holder is expected to demonstrate on successful completion of the associated course.

4.5.3 These Academic Regulations recognise the following levels within the curriculum:

Level	Equivalence
Level 1 & 2	Entry level (includes GCSE, NVQ, Essential and functional skills)
Level 3	Higher education access level
Level 4	Equivalent to first year full-time undergraduate standard
Level 5	Equivalent to second year full-time undergraduate standard
Level 6	Equivalent to third and final year full-time undergraduate standard
Level 7	Equivalent to postgraduate taught standard, assuming Honours degree competencies.

## 4.6 Transfer, Withdrawal and Discontinuation

4.6.1 The **Transfer** of a Learner from one course to another is Learner initiated and is not the result of a decision to discontinue a Learner from a course. A Learner may request the transfer from one course to another based on mitigating circumstances and a decision will be made by the Subcommittee within 14 working days of the application.

4.6.2 **Withdrawal** from a course is Learner initiated (and can occur for a variety of reasons) or is the consequence of persistent non-engagement without explanation (i.e. a Learner is deemed by the Trust to have withdrawn if there has been poor or no engagement and no communication from the Learner or a response to attendance monitoring messages). Withdrawal is not an outcome of the assessment process.

- 4.6.3 **Discontinuation** is due to an assessment outcome and is therefore only relevant after academic failure. A learner is discontinued when it is no longer possible to continue to study towards the intended award (e.g.: the learner has exhausted all available re-take and/or replacement modules). The consequence of discontinuation will be dependent on the point of study. If they learner is eligible for an exit award this will be granted. if a learner has been unable to meet the contractual obligations of their programme of study discontinuation will results in deployment back to previous role (internal staff) / possible redeployment into an alternative role or termination of contract.

## 5. Learner Conduct, Rights and Responsibilities

### 5.1 General Requirements for Students

To qualify for the conferment of an EEAST Award learner must:

- 5.1.1 Satisfy, and provide evidence that they have fulfilled, East of England Ambulance Services entry requirements and have completed all relevant recruitment and occupational health clearances
- 5.1.2 The learner is not permitted to register concurrently for more than one taught course leading to an East of England Ambulance Service award.
- 5.1.3 Attend all taught elements of the course and undertake all schedules placement activities unless unable to attend due to illness and / or mitigating circumstances. Learners may be asked to provide certification to confirm the reasons for absence.
- 5.1.4 Undertake and successfully complete the assessment and, where applicable, re-assessment processes for the course for which they are enrolled and its associated module.

### 5.2 Learner Conduct

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- 5.2.1 Learners, as Employees of the East of England Ambulance Service Trust, are expected to follow all other Trust policies relating to matters outside of the academic environment and / or regulations outlined in this document. Learners are expected to conduct themselves in a professional manner and uphold the Trust values. Any actions or behaviours that breach the policy or is deemed to bring the trust into disrepute will be managed in line with the Trusts Disciplinary Policy.
- 5.2.2 It is expected that learners attend all scheduled teaching sessions and all allocated placement shifts. No Annual leave will be granted during timetabled teaching blocks unless agreed at interview stage. Absence due to illness or mitigating circumstances must be reported to the course lead / locality manager in a timely manner, as per the Trusts Sickness Absence Management Policy. A Fit Note may be requested for extended period of absence. Unauthorised absence may result in action being taken in accordance with the Trust's Disciplinary Policy (Managing Conduct and Performance). Sick Pay will not be paid for periods of unauthorised absence.
- 5.2.3 The Trusts Social Media and Digital Policy is included as part of these academic regulations and learners should ensure that their use of social media does not damage the Trust's reputation, that patient confidentiality is adhered to at all times, and that it is an environment where individuals are treated with dignity and respect.
- 5.2.4 Uniform may be worn in a training environment or whilst on placement. Learners are expected to follow the Trust's Uniform and Personal Standards Policy in relation to appearance. When leaving a training environment i.e. lunch breaks, end of a training day, it is expected students should change out of their uniform or cover their uniform. Whilst on placement a learner must be clearly identifiable as a "student" or "apprentice".
- 5.2.5 Student Paramedics seeking registration with the Health and Care Professions Council (HCPC) should also be mindful of the HCPC code of conduct, performance and

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ethics. Similarly, those who hold professional registration, must abide by the relevant standards where these exist.

### 5.3 Learner Rights

Learners have the right to:

- 5.3.1 Be informed about the basis for determining their award classification and/or their overall level of achievement in the award for which they are registered.
- 5.3.2 Be informed about the assessment methods and assessment criteria for the individual modules they are taking.
- 5.3.3 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.
- 5.3.4 Be assessed and, where appropriate, be re-assessed in accordance with the Academic Regulations.
- 5.3.5 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 learners 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 (Board Subcommittee).
- 5.3.6 To submit any claim for mitigation in accordance with these Academic Regulations
- 5.3.7 Be consulted (but not necessarily individually) on any proposed changes to the Academic Regulations governing learners continuation and assessment which relate to learners currently registered on courses to which those changes apply and

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which may directly affect individual learners.

5.3.8 Seek redress through the appropriate channels if the East of England Ambulance Service, without valid cause, has failed to provide the teaching and/or tutorial guidance specified in these Academic Regulations or has failed to provide reasonable alternative arrangements. The Appeals process is outlined further in section 8.1 of the Academic Regulations.

## **5.4 Learners Responsibilities**

Learners have the following responsibilities:

5.4.1 Maintain full attendance and ensure learner conduct is maintained.

5.4.2 To participate in learning activities and taught elements in an appropriate way.

5.4.3 To attend the prescribed scheduled assessment activities (e.g.: examinations, presentations) and to submit work on time for assessment in accordance with the Academic Regulations, without committing an assessment offence or otherwise seeking to gain unfair academic advantage.

5.4.4 To ensure they are aware of the Academic Regulations that pertain to the delivery of their course and modules including any revisions and updates that are made during their period of study which are notified to the learner via NeedtoKnow or from the Education & Training team.

## **6. Academic Assessments Processes**

### **6.1 Purpose of Assessment**

The purpose of assessment is to:

6.1.1 Enable Learners to demonstrate whether they have achieved the intended learning outcomes of the

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modules, and therefore the course, for which they are registered.

6.1.2 Measure and grade the outcome of learners' learning in terms of knowledge acquired, understanding developed and skills gained.

6.1.3 Provide learners with formal and informal feedback on their learning, thereby helping them to improve their performance.

6.1.4 provide the necessary evidence to determine whether learners are eligible to proceed to the next stage of their award, to qualify for an award, and/or have demonstrated competence to practice.

## 6.2 Principles

6.2.1 Learners are registered for a course leading to an award and are required to present themselves for assessment (including re-assessment) at the appropriate time.

6.2.2 The assessment of learners in terms of their eligibility for an award is based on their achievement in the assessment of prescribed modules within the course for which they are registered.

6.2.3 Learners undertaking a Major Project module which includes elements of assessment based on research are required to comply with Trust ethical approval requirements unless an exemption has been obtained.

6.2.4 The Trust's standard referencing in written work, as far as possible, is the 'Cite them right' version of the Harvard Referencing System. Where this system is not appropriate to particular disciplines, Course Leads MUST produce written outlines of alternative referencing systems for distribution to learners. More information can be found here:  
<https://www.citethemrightonline.com/Home>



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- 6.2.5 An “examination” is defined as a method of assessment under time constrained controlled conditions, is timetabled and clear to learners at the start of any period of study.
- 6.2.6 Formal examinations and are only required to state what is necessary for the particular in-class test based on the nature of the module and subject matter. As a minimum, they must state:
- 6.2.6.1 The period of time up to which students arriving late can be admitted
  - 6.2.6.2 The period of time towards the end of the examination in which students are no longer permitted to leave.
  - 6.2.6.3 What supporting materials (if any) are permitted to be taken into the in-class test by learners.
- 6.2.7 Learners are responsible for ensuring that they submit all items of assessment by the prescribed deadlines and present themselves for examination on the published dates.
- 6.2.8 On successful completion of a module / course learners are awarded a module / course result and an approved volume of credit at a defined level.
- 6.2.9 All electronic or ‘hand in’ submission must be received by 4pm on the submission date.
- 6.2.10 Once an assessment award has been through the moderation process no adjustments will be made to the grade / outcome.

## 6.3 Marking

6.3.1 Assessments will be designed to ensure clarity and an objective approach to measuring learning. Marking of assessments will conform with the following process to ensure parity across sites and accountability of markers. This will include:

6.3.1.1 Anonymous marking where practicable.

6.3.1.2 Double marking in certain circumstances.

6.3.1.3 Randomised selection of papers (20% of cohort) will be internally and externally moderated.

6.3.1.4 Use of an approved course marking or grading matrix / scheme

6.3.1.5 A randomised section of practical examinations will be recorded and reviewed as part of a robust moderation process. This applies to all SUMMATIVE written and practical assessments.

6.3.2 Once this process is complete the results will be ratified by the academic subcommittee, and final results published within 21 working days of assessment / submission date.

6.3.3 Assessment modality, Assessment dates, marking framework, resit / resubmission dates and pass marks will be outlined on the Course Definition Form (CDF) available for learners to view at the start of a course.

6.3.4 Learners who fail a module / element at the first attempt are permitted **one** further opportunity to pass the module / element unless they apply for and are granted mitigation as outlined in section 6.7 of these academic regulations. In this instance the resit / resubmission will act as the learners first submission.

6.3.5 This applies to all written and practical assessments on all courses delivered by the Trust.

## 6.4 Short term Extensions

6.4.1 A learner may request a maximum of one short term extension to a submission deadline per assessment task when circumstances outside the learner's control have arisen which prevents submission or are likely to result in significant underperformance if the original deadline is enforced.

6.4.2 The purpose of a short-term extension is to allow a student, for acceptable reasons, to defer the submission of the task to a later date but to ensure that the task is submitted within 21 working days of the original deadline.

6.4.3 Learners should submit an email application to the course lead detailing the reasons for the application for a short-term extension. This will in turn be reviewed by the Subcommittee and authorised / declined within 7 working days.

The following are acceptable reasons for such a request:

6.4.3.1 Short-term illness.

6.4.3.2 A short-term illness of any person for whom the learner has a responsibility for care.

6.4.3.3 Authorised absence from the East of England Ambulance Service during teaching weeks.

6.4.3.4 Change in personal circumstances that have had a detrimental effect on the learner's health and wellbeing.

6.4.3.5 Family bereavement.

6.4.4 Extenuating Circumstances.

The following are **not** acceptable reasons for such a request:

- 6.4.4.1 Academic workload.
- 6.4.4.2 Misreading the instructions on submission deadlines in the CDF, on the course introduction content or on the timetable.
- 6.4.4.3 Computer, disc, printer or any other technical failure for which the student is responsible (learners should ensure that they keep a back-up copy of their work).
- 6.4.4.4 Unauthorised absence from East of England Ambulance Service (e.g. holiday taken during teaching weeks).
- 6.4.4.5 Non exposure to clinical skills or mentoring hours (unless identified and escalated in a timely manner to allow for action planning and support to be implemented).

6.4.5 Any extension request beyond 21 working days must be submitted directly to the Head of Education & Training Delivery with clear supporting evidence.

## 6.5 Word limit / Marking

6.5.1 A written assignment must not exceed the maximum word limit set for that assignment. Learners are required to enter an accurate word count on the Assignment Cover Sheet.

6.5.2 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 – 1% of the awarded mark is deducted for every 1% over the word limit.

6.5.3 In determining the text to be included within the maximum word limit of summative submissions, the following items are excluded:

- 6.5.3.1 Abstracts
- 6.5.3.2 Data
- 6.5.3.3 Tables
- 6.5.3.4 Figures
- 6.5.3.5 Diagrams
- 6.5.3.6 In-text references/citations (eg: “(Baxter 2018: 73-84)”)
- 6.5.3.7 Footnotes/endnotes used for reference purposes and kept within reasonable limits
- 6.5.3.8 List of references and/or bibliography
- 6.5.3.9 Appendices

## 6.6 Observational Assessments (Ride-Outs)

In some programmes, a clinical ride-out will be required. This is where a qualified assessor or other suitably qualified person travels alongside a student on an ambulance or response vehicle to make an assessment judgement about their clinical competency or whether they have met learning outcomes, or whether they have reached any required learning milestone based on what they observe.

6.6.1 Observational assessments are designed to be both objective and subjective and the decision outcome reflects that of the assessor’s individual judgement.

6.6.1.1 Students should have at least 7 days’ notice of any observational assessment.

6.6.1.2 Students should be made aware of who the assessor will be prior to the assessment.

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6.6.2 Students must undertake observational assessments where it is required as part of their programme of studies and this also likely forms part of contractual requirements.

6.6.2.1 The assessor should remain observational unless safety critical intervention is required to ensure patient safety.

6.6.2.2 Any incident that generates an NHS Significant Incident (SI) will result in an automatic failure of that assessment.

6.6.3 Where possible an assessor will make a judgement of the outcome within the duration of that observed shift(s). Competency must include the following areas

6.6.3.1 Competency to effectively communicate with members of the healthcare team, patients, bystanders and relatives.

6.6.3.2 Competency related to the assessment of the patient (including history taking, physiological parameters and system assessment).

6.6.3.3 Competency related to intervention (including use of patient positioning, equipment or drug intervention).

6.6.3.4 Competency related to risk assessment, recognising patients at risk of deterioration and adequate safety netting.

6.6.3.5 Competency related to care planning or management approaches, including advice given, discharge or conveyance decisions.

6.6.3.6 Competency related to following scope of practice or other EEAST policy.

6.6.3.7 Competency related to conduct, performance, ethics, professional attitudes

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or interaction with other healthcare  
workers, students or volunteers.

6.6.4 Where an assessor has not seen sufficient evidence to make an outcome decision, this can be extended, at the discretion of the assessor. Reasons for this may include

6.6.4.1 Insufficient number of calls or attendances.

6.6.4.2 Attended calls did not provide a breadth or complexity of presentations

6.6.4.3 Attended presentations did not provide evidence of dealing with sufficient acuity of emergency care presentations.

6.6.4.4 There is a borderline judgement within the first assessment period.

6.6.5 The assessor will be appointed by the Education & Training Team or the local sector leadership team.

6.6.5.1 The assessor should provide an impartial assessment. The assessor should not have routinely worked with the student or have other conflicts of interest that may be considered a bias.

6.6.5.2 The assessor must be a qualified Practice Educator.

6.6.5.3 The learner must not have influence over the choice of assessor.

6.6.5.4 The assessment will take place within the sector of operations where the person is based, unless exceptionally approved by the Clinical Lead for Education & Clinical Practice

6.6.5.5 Once an assessor is nominated, the learner has the 7-day notification period to identify any specific conflicts of interest that would unduly influence their assessment to their line manager.

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- 6.6.6 The outcome of the assessment should be made verbally as soon as practicably possible after the assessment period is complete, and in writing within 7 days of the assessment.
- 6.6.7 Where an assessment failure occurs, the student should receive an action plan for reassessment and there will routinely be only one reassessment opportunity of any observational assessment.
- 6.6.7.1 The reassessment opportunity must be with a different assessor.
- 6.6.7.2 The reassessment may be in another part of the Trust where a local alternative is not available.
- 6.6.7.3 The action plan should include how the student can be supported and which areas require development, using an action plan template.
- 6.6.8 Where an outcome is a failure (either first assessment or the reassessment), the student may make an appeal in writing which must be received within 7 days of the written outcome to the Clinical Lead for Education & Clinical Practice.
- 6.6.8.1 The assessment must be complete in full prior to any appeal.
- 6.6.8.2 Any appeal must relate to the process of the assessment and this should be identified as part of the appeal.
- 6.6.8.3 An appeal cannot relate to the assessment outcome as this is the subjective position of the assessor.
- 6.6.9 Where the observed assessment (ride-out) is a required milestone of a programme, this must be completed before the programme can proceed.



## 6.7 Reassessment

6.7.1 Learners who fail the first Summative attempt at assessment for a specific module / course are permitted one further attempt. The date for reassessment will be outlined by the course leader. If fine graded the mark for any second attempt will be capped at the minimum pass mark.

6.7.2 Learners who fail to present themselves for re-assessment at the appropriate time (e.g. Attend an examination/presentation, submit work, etc.) are deemed to have failed the assessment task(s) being re-assessed.

## 6.8 Mitigation

6.8.1 Mitigation allows East of England Ambulance Service to make allowance for any matter or circumstance which may have seriously affected a learner's performance in an assessment task(s) (including a task submitted for re-assessment).

6.8.2 Eligibility: Mitigating circumstances must have had a seriously adverse effect on the learner's performance and have been unanticipated and beyond the learner's control.

6.8.3 The following reasons are considered as acceptable grounds for mitigation:

6.8.3.1 A serious personal illness which is not a permanent condition.

6.8.3.2 The death, or serious illness, of a close family member, a friend or person for whom the student has a responsibility of care.

6.8.3.3 Sudden or unforeseen circumstances beyond the reasonable control of the student.

6.8.4 The following reasons **are not** considered acceptable as grounds for mitigation:

6.8.4.1 family, work, financial or other general problems which lie outside of the circumstances above.

6.8.4.2 Poor awareness of East of England Ambulance Service' policies or core values.

6.8.4.3 Being unaware of, or misunderstanding, a submission deadline, or the date of an examination.

6.8.4.4 computer, disc, printer or any other technical failure for which the learners is responsible (students should ensure that they keep a back-up copy of their work).

6.8.5 Mitigation is considered only in sudden or unexpected circumstances. Learners are strongly encouraged to disclose recurrent problems affecting their performance in assessment so that the East of England Ambulance Service can provide appropriate help and/or make allowance in relation to the assessment process. Such recurrent problems, if disclosed by a learner, are considered on a strictly confidential basis.

6.8.5 Claims for mitigation are submitted by the learner, or in exceptional circumstances (e.g. when a learner has been hospitalised) by the course lead no later than 3 working days after the published (or extended) submission deadline for the assessment task or the date on which an examination was held. Exceptionally, if the documentary evidence 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 is submitted within a further ten working days.

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6.8.5.1 In the event of a programme-wide mitigation being identified by EEAST, a programme-wide extension or repeat of an examination may be authorised on an exceptional basis by the Director of Strategy, Culture & Education retrospectively (or equivalent, or deputy), prior to completion of any programme. If enacted, this will follow the principles outlined in section 6.8.9.

6.8.7 A claim for mitigation, once formally submitted, cannot be withdrawn.

6.8.8 Claims for mitigation are considered against two criteria:

6.8.8.1 The basis of the claim is an acceptable ground for mitigation, and:

6.8.8.2 The claim is supported by documentary evidence (e.g.: a certificate/letter from a medical professional in the case of illness; normally a death certificate or other evidence as deemed appropriate by the Mitigation Panel in the case of bereavement etc.) which must accompany the claim wherever practicable.

6.8.9 The outcome of a successful mitigation claim is that:

6.8.9.1 Any mark achieved for the relevant assessment task(s) is annulled.

6.8.9.2 The learner is required to take either the initial attempt (or the re-assessment attempt) in the mitigated assessment task(s) at a later date.

## 7. Individual Assessment needs / support

7.0 Special arrangements may be needed for those learners assessed to have a permanent or long-term disability or who

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suffer a temporary disability or disposition during the course or assessment periods. Additional learning needs should be identified to the course lead at the beginning of the course to allow for support throughout. An assessment of needs will be undertaken by an external provider and reasonable adjustments will be implemented by the education team – overseen by the course lead.

### 7.1 Reasonable adjustments

Refer to the Additional Learning Needs Policy.

An agreement of additional learning needs should be made by the course lead in partnership with the learner at the beginning of any course. If an additional learning need is identified during the course delivery, then an independent assessment will be requested, and reasonable adjustments will be implemented following diagnosis. Any concerns or appeals relating to reasonable adjustments or additional learning needs can be submitted to the board subcommittee.

## 8. Invigilation of Assessment

The role of invigilators is to maintain fair and orderly conduct in closed exam environments. All invigilators must:

- 8.0.1 Remain vigilant and attentive - do not read, check emails or phones etc in the exam venue unless in an emergency situation.
- 8.0.2 Remain quiet and calm and do not disturb learners unnecessarily
- 8.0.3 Treat all learners fairly and without discrimination
- 8.0.4 Undertake no action that would confer an advantage or disadvantage upon any learner
- 8.0.5 Maintain the anonymity of exam scripts (where applicable)

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- 8.0.6 Maintain the security and confidentiality of exam materials
- 8.0.7 Be vigilant for any suspected academic misconduct
- 8.0.8 Complete any paperwork required by the Trust
- 8.1 If academic misconduct is suspected in an examination environment, the invigilator will give a short verbal warning to the learner. If the misconduct continues, the learner will be given one final verbal warning – thereafter the invigilator has the right to remove them from the examination and report the offence for investigation by the subcommittee.
- 8.2 Invigilators may confiscate any unauthorised items (e.g. notes or electronic devices) found to be in a learner’s possession. Any confiscated items may be retained by the Trust with absolute discretion for the purposes of investigation. Items of value will normally be returned to the learner upon completion of the investigation. In some cases, a photograph of the unauthorised item may be deemed sufficient evidence for the investigation, and the actual item can thus be returned to the learner sooner.
- 8.3 To minimise disturbances to the exam, any learner arriving after the exam has begun will be admitted at one of two points - 15 and 30 minutes past the published start time of the exam. After this, further admissions will be at the discretion of the Invigilator and will be considered in exceptional circumstances only. No admissions will be permitted after 45 minutes under any circumstances.
- 8.4 No device with access to the internet is permitted in an assessment – this includes smart watches.

## 9. Academic Appeals

- 9.1 Any appeal against a ruling based on these Academic Regulations should be submitted to the Head of Education & Training Delivery and will be reviewed by an independent member of the Trust Senior Leadership Team (SLT) as part of an appeal panel within 7 working days of receipt.
- 9.2 Any appeal should highlight the section of these academic regulation the learner feels applicable to their individual appeal and any further supporting documentation. Failure to supply this may result in a delay in the appeals process.
- 9.3 A final decision will be made no later than 14 working days after receipt of all documentation.
- 9.4 FastTrack appeals that relate to newly qualified paramedics must demonstrating an overall outstanding in grading and can only be appealed on the basis of process and not the outcome grade.

## Appendix 1 – Monitoring Table

What	Who	How	Frequency	Evidence	Reporting arrangements	Acting on recommendations	Change in practice and lessons to be shared
What key element that need monitoring	Role or group who will lead on this aspect of monitoring?	What tool will be used to monitor/ check/ observe/ asses/ inspect/ authenticate that everything is working according to this key element	How often is monitoring needed  How often should a report be completed?  How should a report be shared?	What type of evidence will be presented	Who or what committee will the completed report go to and how will this be monitored.  How will each report be interrogated to identify the required actions and how thoroughly should this be documented in	Which committee, department or lead will undertake subsequent recommendations and action planning for any or all deficiencies and recommendations within reasonable timeframes?	How will system or practice changes be implemented lessons learned and how will these be shared.

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					e.g. meeting minutes		
Ensure that Trust position remains up to date in its position regarding academic assessment, teaching and learning.	Deputy Director for Education & Development	Monitoring of Appeals.	Bi-annually via the Educational Learning Group.	Audit of Compliance	<p><i>The lead or committee is expected to read and interrogate any report to identify deficiencies in the system and act upon them</i></p> <p>Educational Learning Committee.</p>	<p><i>Required actions will be identified and completed in a specified timeframe.</i></p> <p>Education &amp; Training Team.</p>	<p><i>Required changes to practice will be identified and actioned within a specific time frame. A lead member of the team will be identified to take each change forward where appropriate. Lessons will be shared with all the relevant stakeholders.</i></p> <p>Policy review &lt; 2 years.</p>



**Appendix 2 - Equality Impact Assessment**

EIA Cover Sheet																			
Name of process/policy	Academic Regulations Policy																		
Is the process new or existing? If existing, state policy reference number	Existing																		
Person responsible for process/policy	Head of Education & Training Delivery																		
Directorate and department/section	Education & Training																		
Name of assessment lead or EIA assessment team members																			
Has consultation taken place? Was consultation internal or external? (please state below):	Internal and external consultation has taken place and assurance provided at learner Reference Group. Education & Learning Group																		
The assessment is being made on:	<table border="1"> <tbody> <tr> <td>Guidelines</td> <td>X</td> </tr> <tr> <td>Written policy involving staff and patients</td> <td>X</td> </tr> <tr> <td>Strategy</td> <td></td> </tr> <tr> <td>Changes in practice</td> <td></td> </tr> <tr> <td>Department changes</td> <td></td> </tr> <tr> <td>Project plan</td> <td></td> </tr> <tr> <td>Action plan</td> <td></td> </tr> <tr> <td>Other (please state)</td> <td></td> </tr> <tr> <td>Training programme.</td> <td></td> </tr> </tbody> </table>	Guidelines	X	Written policy involving staff and patients	X	Strategy		Changes in practice		Department changes		Project plan		Action plan		Other (please state)		Training programme.	
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Written policy involving staff and patients	X																		
Strategy																			
Changes in practice																			
Department changes																			
Project plan																			
Action plan																			
Other (please state)																			
Training programme.																			

<b>Equality Analysis</b>																							
<p>What is the aim of the policy/procedure/practice/event?</p> <p>To implement a policy that incorporates all academic activity across all learner groups and provides clear logical guidance to support learners and staff.</p>																							
<p>Who does the policy/procedure/practice/event impact on?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Race</b></td> <td style="width: 5%; text-align: center;">£</td> <td style="width: 30%;"><b>Religion/belief</b></td> <td style="width: 5%; text-align: center;">£</td> <td style="width: 30%;"><b>Marriage/Civil Partnership</b></td> <td style="width: 5%; text-align: center;">£</td> </tr> <tr> <td><b>Sex</b></td> <td style="text-align: center;">£</td> <td><b>Disability</b></td> <td style="text-align: center;">£</td> <td><b>Sexual orientation</b></td> <td style="text-align: center;">£</td> </tr> <tr> <td><b>Age</b></td> <td style="text-align: center;">£</td> <td><b>Gender re-assignment</b></td> <td style="text-align: center;">£</td> <td><b>Pregnancy/maternity</b></td> <td style="text-align: center;">£</td> </tr> </table>						<b>Race</b>	£	<b>Religion/belief</b>	£	<b>Marriage/Civil Partnership</b>	£	<b>Sex</b>	£	<b>Disability</b>	£	<b>Sexual orientation</b>	£	<b>Age</b>	£	<b>Gender re-assignment</b>	£	<b>Pregnancy/maternity</b>	£
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<p>Who is responsible for monitoring the policy/procedure/practice/event?</p> <p>Education &amp; Training Delivery lead.</p>																							
<p>What information is currently available on the impact of this policy/procedure/practice/event?</p> <p>Learner feedback and training staff feedback highlight the need for clear guidance for academic activity.</p>																							
<p>Do you need more guidance before you can make an assessment about this policy/procedure/ practice/event? Yes/<b>No</b></p>																							
<p>Do you have any examples that show that this policy/procedure/practice/event is having a positive impact on any of the following protected characteristics? Yes/<b>No</b>, If yes please provide evidence/examples:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Race</b></td> <td style="width: 5%; text-align: center;">£</td> <td style="width: 30%;"><b>Religion/belief</b></td> <td style="width: 5%; text-align: center;">£</td> <td style="width: 30%;"><b>Marriage/Civil Partnership</b></td> <td style="width: 5%; text-align: center;">£</td> </tr> <tr> <td><b>Sex</b></td> <td style="text-align: center;">£</td> <td><b>Disability</b></td> <td style="text-align: center;">£</td> <td><b>Sexual orientation</b></td> <td style="text-align: center;">£</td> </tr> </table>						<b>Race</b>	£	<b>Religion/belief</b>	£	<b>Marriage/Civil Partnership</b>	£	<b>Sex</b>	£	<b>Disability</b>	£	<b>Sexual orientation</b>	£						
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<b>Age</b>	£	<b>Gender re-assignment</b>	£	<b>Pregnancy/maternity</b>	£
Please provide evidence:					

Are there any concerns that this policy/procedure/practice/event could have a negative impact on any of the following characteristics? Yes/**No**, if so please provide evidence/examples:

<b>Race</b>	£	<b>Religion/belief</b>	£	<b>Marriage/Civil Partnership</b>	£
<b>Sex</b>	£	<b>Disability</b>	£	<b>Sexual orientation</b>	£
<b>Age</b>	£	<b>Gender re-assignment</b>	£	<b>Pregnancy/maternity</b>	£
Please provide evidence:					

**Action Plan/Plans - SMART**

Specific

Measurable

Achievable

Relevant

Time Limited

**Evaluation Monitoring Plan/how will this be monitored?**

Who

How

## POL102 – Academic Regulations Policy

By

Reported to