

**Implementation of Academic Regulations and the Associated  
Appendix for LRN International AS and A Level  
Arts and Design - 7017**

**(For submissions in 2025 and onwards)**

# ACADEMIC REGULATIONS

## Submissions Policy

Students will submit work to the stated deadline in the format and manner stipulated in the unit brief. Work required for formative or summative assessment not submitted by the due date may incur a penalty or result in retrieval or resubmission. Each unit may be only attempted twice for successful completion in each academic year.

## Late Submission

Work submitted past the indicated deadline will be recorded as a 'late submission' and may be penalised accordingly in terms of marking. This will be negotiated and confirmed by the course tutor.

## Non-Submission

This indicates an instance where work was not submitted on time or in line with the submission requirements of the unit. A non-submission will initiate a submission of a Retrieval task in line with the requirements for the unit.

## Extenuating Circumstances (ECs)

This refers to instances where external factors inhibit a student's ability to submit work by the intended deadline. They are usually serious, exceptional or unexpected events that occur outside a student's control. All extenuating circumstances that may affect submissions must be discussed with the course tutor and approved.

## Re-Takes

Students will receive a re-take for a submission where the minimum grade required to pass the unit was not achieved (40%). The specific retrieval task will be defined by the tutor and indicated to the relevant student. Re-take submissions will be capped at the minimum pass rate (40%) – unless extenuating circumstances are approved. Dates and times for completion and submission for re-take tasks will be indicated by the course tutor.

## Progression

There will be a maximum of **2 opportunities only** to resubmit work for any failed assessments or non-submissions during the course. All re-take work will need to be submitted and successfully passed to support progression. Resubmissions will be supported by individual tutorials and feedback.

## **Academic Misconduct**

This refers to instances of plagiarism or other forms of academic malpractice. All instances of plagiarism will be investigated by the academic team, the outcomes and of which will be confirmed to the student and the ramifications.

## **Material Irregularity**

This refers to an error or issue that may affect a student's performance or assessment. Students can appeal a Material Irregularity if they believe it has affected their academic results. Appeals must be submitted within an agreed timeframe.

## **Plagiarism**

Plagiarism is defined as submitting work or ideas as your personal creation without the permission or consent of the original author and incorporating it into your work. Suspected plagiarism will require investigation and may impact on grades and progression.

## **Appeal against Material Irregularity**

Students can appeal a Material Irregularity if they believe it has affected their academic results. Appeals must be submitted within an agreed timeframe.

# APPENDIX

## **Module**

Each course consists of divided modules of study. A module may be in the form of single or multiple assignments or tasks. There will be a final summative grade associated with the submission and completion of each unit. A combination of unit grades can be used where integrated unit submissions are collated to form a final total grade.

## **Tutorial**

Tutorials may be in different forms and formats (individual, group, face-to-face, online), to enable staff and students to discuss and review progress and development.

## **Workshop**

This could be in the form of experimental sessions, practical demonstrations, hands on activity, or group-based discussion on specific themes and topics.

## **Critique or Crit**

The critique or 'crit' is used as a vehicle for developing a student's ability to listen and respond to feedback and commentary, to explain their work and intentions. This provides an essential opportunity to develop effective tools for contextualising and verbalising art and design concepts and working practices.

## **Independent or Self-Directed Study**

Taking personal responsibility to develop skills and expand knowledge independently.

## **Research**

This is the process of inquiry used to explore the resources and sources of information needed to develop understanding of a specific subject, person, activity, event, topic, theme. Academic research requires more than the simple gathering of information, it also requires the ability to analyse and evaluate collected material, to be utilised to support ideas and progression

## **Case Study**

This is a detailed examination of a specific subject, group, place, activity, organisation, or phenomenon to support critical understanding and analysis.

## **Sketchbook/Visual summary**

This is the place where students collate the various aspects of their learning and document the stages of their understanding and development. The sketchbook and visual summary may be physical or virtual as indicated by the tutor or the Unit Handbook.

## **Essay**

This is a textual composition focusing on a specific theme or subject matter. The style of the writing is usually analytic, interpretive or speculative. The essay encourages the synthesis of research, subject knowledge and reflection, supporting theoretical skills and the ability to express ideas and concepts coherently.

## **Critical Reflection**

Critical Reflection is the process of developing meaning and understanding through a combination of experiences and analysis. A critical reflective approach adds depth and breadth to understanding by comparing and contrasting approaches and attitudes, and utilising questioning to support development and progression.

## **Culture**

Culture in an Art & Design context refers to the various ways in which creative practices, processes, attitudes, concepts, groups, and institutions operate and exist within an acknowledged accepted framework.

## **Annotation**

Written or typed notes in the sketchbook or visual summary that acts as an explanation or commentary about the process and methods used by the student in the fulfilment of the project's requirements.

## **Formative Assessment**

This type of assessment is designed to provide students with essential feedback on their current performance. Indicative grades may be supplied at this stage to help indicate progress and highlight areas for improvement against the specific marking criteria.

## **Summative Assessment**

This is the assessment and aligned grade used to evaluate and record the standard of work and achievement at the end of a particular module or stage in the course. All summative assessment points will need to be successfully passed in order for students to progress and complete.

## Feedback

Feedback is the academic response to student development, progress and submissions, supporting student's to better understand their learning status, areas of strength and areas for improvement. The feedback may be in various forms including: written, verbal, audio, video, online, face-to-face. The feedback can be about individual work and progress or a student's contribution to group assignments. Feedback will also assist students to self-assess work against marking criteria and evaluate personal progress. Another very valuable form of feedback is Peer Feedback, where students provide and receive commentary from their fellow learners.

- **Formative Feedback:** this refers to comments and advice students receive regarding current working practice, and ways to improve and enhance performance. Indicative grades may be supplied at this stage to help indicate progress and highlight areas for improvement. Formative feedback occurs before Summative feedback and usually occurs at stages throughout each unit.
- **Summative Feedback:** this refers to formal comments and statements supplied by tutors assessing submissions. Summative feedback provides a measure of progress against the intended learning outcomes, and helps students reflect on their work and development.

## Grade

Each submission will be assessed (Formative or Summative) and assigned a grade. The grade constitutes the mark allocated to the submission. For Formative assessment, any grades indicated will be 'indicative' only and not used in the calculation of final grades. An indicative grade helps students to understand their achievement at the point of Formative assessment, and where improvements can be implemented to support development towards final Summative submissions.

## Submission

This indicates the student work and activities presented for assessment.

## Late Submission

Work submitted past the indicated deadline will be recorded as a 'late submission' and may be penalised accordingly in terms of marking. This will be negotiated and confirmed by the course tutor.

## Non-Submission

This indicates an instance where work was not submitted on time or in line with the submission requirements of the module. A non-submission will initiate a submission of a re-take task in line with the requirements for the module.

## **Re-Takes**

Students will be required to re-take a module for a submission where the minimum grade required to pass the module was not achieved. The specific re-take task will be defined by the module tutor and indicated to the relevant student. Re-take tasks will be capped at the minimum pass rate. Dates and times for completion and submission will be indicated by the course tutor.

## **Extenuating Circumstances (ECs)**

This refers to instances where external factors inhibit a student's ability to submit work by the intended deadline. They are usually serious, exceptional or unexpected events that occur outside a student's control. All extenuating circumstances that may affect submissions must be discussed with the course tutor and approved.

## **Moderation (internal and external)**

Submissions will be marked by either a single tutor or marked by a group of staff. Where work is single marked, there will be a review of the grades by another academic colleague to confirm the marking and assessment, this is known as Internal Moderation. Grades can also be reviewed by academic colleagues working externally to ensure fair grading across the range of grades, this is known as External Moderation.

## **Learning Agreements**

Applies to individual appraisal of learning in relation to engagement, progression and submissions. This will include agreement regarding extenuating circumstances or extensions on submission deadlines.