

Section 10E



Nottingham Trent
University

Quality Handbook

Part C: Assuring And Enhancing Quality

Section 10E: Online Learning in Partnership with Wiley - Requirements

Section 10E

Contents

1. Governance	2
2. Delivery Model	2
3. Course Structure	3
4. Module Breaks and Breaks in Study	4
5. Student Participation and Engagement	6
6. Student Engagement with their Learning	6
7. Assessment Principles	8
8. Assessment Design	9
9. Assessment Feedback	9
10. Moderation	9
11. Module Assessment Panels	10
12. Boards Of Examiners	11
13. External Examiners	12
14. Admissions	12
15. Notification of Extenuating Circumstances	13
16. Academic Appeals and Complaints.....	14
17. Academic Integrity	15
18. Marketing.....	15
19. Appendix: Module break and break in study workflow for online courses (Wiley)	17

Section 10E

1. Governance

The Academic Standards and Quality Committee (ASQC) maintains overall academic oversight of online learning provision on behalf of Academic Board. In respect of Wiley, oversight is delegated from ASQC to the Cross-School Standards and Quality Sub-Committee and to School Academic Standards and Quality Committees.

- 1.1 Executive oversight of the online partnership with Wiley rests with the University Executive Team (UET), in conjunction with the Online Learning Steering Group. UET determines the strategic direction of the Wiley partnership, in conjunction with the Online Learning Steering Group.
- 1.2 Oversight of the academic operation of the overall partnership with Wiley is the responsibility of the Cross-School Academic Standards and Quality Committee (X-SASQC). X-SASQC takes an overview of interim course reports, external examiner reports, data reports and all other reports submitted in respect of online Wiley courses. The committee considers whether these reports reveal any implications for the collaborative framework or common themes about the operation of the Wiley online courses as a whole. X-SASQC forwards any recommendations for change to UET, ASQC or SASQCs as appropriate. Any relevant matters arising from the UET/ASQC/X-SASQC meetings will be communicated by the NTU Online and Flexible Learning Development Manager to Wiley.
- 1.3 SASQCs are responsible for assuring the standards and quality of those individual Wiley online courses within their remit. Such courses are subject to the standard SASQC processes applying to all its courses, and as set out in the Quality Handbook (QH).
- 1.4 Day to day oversight of each Wiley online course rests with a course committee, led by a course leader. Each course leader and course committee function according to the University's standard expectations, as set out in QH Supplement (QHS) 1B. The course committee meets three times a year. The course committee chair may invite a Wiley representative to the course committee meeting, as agreed between the course team and their Wiley counterpart.
- 1.5 Wiley provides NTU course and module leaders with appropriate data to enable them to complete the interim course reports and module reports.
- 1.6 Alternative arrangements can be made for the input of student views rather than the physical attendance of a student representative at a course committee (see para. 6.3).

Further information

- The terms of reference for X-SASQC and SASQCs are set out in QH Section 1.

2. Delivery Model

Section 10E

Online learning courses offered in partnership with Wiley are delivered via the Engage platform supported by the NTU digital infrastructure.

- 2.1 For each course, appropriate NTU academic staff define all the academic curriculum content and module assessment; this includes specifying reading sources, modules materials and NTU learning resources.
- 2.2 Wiley provides the online learning platform (Engage VLE) and agreed links to NTU digital learning services. Wiley also creates and uploads course content for each NTU course, as specified by appropriate NTU academic staff. NTU academic staff work in close collaboration with Wiley to develop online materials in a collaborative and iterative manner.
- 2.3 NTU module tutors (reporting to module leaders and the course leader) deliver the modules according to the course content, as approved and articulated within the Engage VLE; Wiley creates module learning rooms. NTU has responsibility for appointing module tutors in a timely manner. If this cannot be achieved due to exceptional circumstances, the relevant School, in consultation with Wiley, should decide on appropriate alternative arrangements to maintain the quality of the student experience. Wiley, with input from course leaders, ensures that module tutors are properly prepared for effective delivery of the module.
- 2.4 Wiley is responsible for the quality of the Engage platform and related software as well as on-going delivery and support that enables successful student outcomes and a quality academic experience.
- 2.5 Wiley ensures that all NTU academic staff involved in the delivery of Wiley online courses are provided with staff development in the delivery of the modules through access to the Online Teaching Strategies course, the Wiley Engage Community, and direct Engage training from Wiley Learning Technologists.
- 2.6 Wiley ensures that relevant student login data is passed through to NTU systems for student access to NTU resources.

3. Course Structure

Online learning courses delivered in partnership with Wiley are based on a common modular structure, split into two definable stages.

- 3.1 Each online Wiley master's course comprises 180 credits at Level 7 and is structured as follows:
 - a. Stage 1 – consists of either:
 - (i) 12 x 10 credit modules; or,
 - (ii) 12 x 10 credit modules and one 20 credit modules (for courses with a 40 credit major piece of work in Stage 2).

Section 10E

- b. Stage 2 – a final major piece of work (dissertation, project, etc.), either 40 or 60 credits, as specified in the definitive course information in CourseLoop
- 3.2 Course teams may make the case during approval for the inclusion of 20 credit modules; the major piece of work may also vary in size provided there is a sound academic justification.
- 3.3 Students can choose to take the modules in Stage 1 in any order provided it is in line with the definitive course information in CourseLoop.
- 3.4 Each 10 credit module is delivered over eight weeks (a 20 credit module is delivered over 16 weeks); the Stage 2 major piece of work takes between 4 and 12 months to complete.
- 3.5 At Stage 1, there is a one week break after each 16 week teaching block; there is a two week break at Christmas (late December).
- 3.6 Students must successfully complete pre-requisite modules in Stage 1 before they can take the Dissertation module (the major piece of work) in Stage 2.
- 3.7 For students who decide to complete the major piece of work within the normal duration of the module (i.e. either 8 months or 12 months depending on the definitive module information in CourseLoop), they can commence Stage 2 (the major piece of work) carrying a shortfall of either:
 - a. a maximum of 20 credits of referred modules; or
 - b. a maximum of 10 credits of repeat or not yet attempted modules, subject to approval by the Progression Board or Board of Examiners.
- 3.8 For students who decide to complete the major piece of work within six months or less than six months, as specified in the definitive module information in CourseLoop (i.e. an accelerated route in order to complete the master’s course in about 2.5 years), they can only commence Stage 2 (the major piece of work) if they do not have any trailing module (either a referred/retake module or module not yet attempted).
- 3.9 If a student decides or fails to progress to the final MSc / MA award, interim awards may be conferred as follows:
 - a. Postgraduate Certificate – 60 credits at Level 7.
 - b. Postgraduate Diploma – 120 credits at Level 7.
- 3.10 A student progressing normally through the course will not be conferred an interim award.

4. Module Breaks and Breaks in Study

Students studying on online courses delivered in collaboration with Wiley are able to take module breaks or request a break in study in order to ensure that they can continue with their study flexibly in, or after, a period of difficulty.

Section 10E

- 4.1 A student may manage their rate of study, without the requirement for formal approval, by choosing to:
 - a. study more than one module at once (where available);
 - b. take a module break of a maximum of 20 credits in an academic year.
- 4.2 This is applied to whole modules only, and a student may not take a module break in the middle of a module. The student must notify the course leader (or their nominee) if they wish to take a module break. If a student has sent the module break notification to Wiley, it is the responsibility of Wiley to notify the course leader. The course leader should consider the student's profile to confirm that their module break is within the maximum credit limit. Where a proposed module break exceeds 20 credits in an academic year, a student will need to apply for a formal break in study. A break in study can be granted in special circumstances for a pre-agreed length of time to a maximum of 24 months to allow students to pursue a development opportunity or manage a personal circumstance.
- 4.3 Students must be fully informed of the implications of a decision to take a break in study.
- 4.4 The decision to grant a break in study is made by the Head of Department. Appeals should be considered by the Executive Dean or their nominee. An approved break in study is appropriately recorded on the student record.
- 4.5 Students on a module break or break in study will not have access to any modules which they have not yet studied, however will continue to have access to previously studied modules. Students should continue to receive course communications and have an agreed return to study process.
- 4.6 No unfair academic advantage should be gained by the agreement to take a module break or break in study. Each break in study request is considered on its own merits, taking into account the student's circumstances and the University's ambition that students are able to personalise their learning experience where possible.
- 4.7 When a student recommences after a module break or break in study, any module pre-requisites need to be taken into account.
- 4.8 A student may withdraw from a module within 7 calendar days of the module start date without the need for formal approval. Wiley shall provide the course team with a record of withdrawal from a module. The student's access to the module will be withdrawn, and the student will recommence the module at the next available opportunity. This will be considered to be a module break unless a student exceeds the maximum 20 credits of module break in an academic year as noted in 4.1. In that circumstance, paragraph 4.2 will apply.
- 4.9 A student may not withdraw from a module after 7 calendar days of the module start date. Where a student experiences any difficulties after this point, the Notification of Extenuating Circumstances policy should be followed.
- 4.10 In exceptional, and extraordinary circumstances, the University may need to devise an individual programme of study for a student who has been significantly impacted by circumstances beyond their control.
- 4.11 The Module Assessment Panel will consider all cases of students who have not applied for a break in study after reaching or exceeding the 20-credit limit of

Section 10E

module break. Following the MAP outcome, the NTU course leader (or their nominee) should formally communicate with the student to advise them to either apply for a break in study, if appropriate, or resume their studies. The course leader (or their nominee) should inform the student that they must respond within 30 calendar days of receiving the communication from NTU, otherwise the School's withdrawal policy and procedure will be applied. If a student has not responded within 30 calendar days, the course leader (or their nominee) should apply the withdrawal procedure in line with the School's policy.

5. Student Participation and Engagement

The University values the important perspective that students have on their own learning experience. A range of opportunities via survey tools and ad hoc student feedback will be available by which Wiley students can engage in educational enhancement.

- 5.1 Each course has a student representative who is elected to serve for one calendar year; the student representative receives appropriate training.
- 5.2 Mechanisms are in place to ensure students can provide feedback about their learning experience to their student representative; the arrangements for obtaining and responding to feedback are available via the module and course learning spaces.
- 5.3 Course committee meetings are held at NTU; the student representative participates via online conferencing software wherever possible.
- 5.4 Students complete a module survey after the completion of each module. (Ad hoc student feedback is also available via the Engage VLE platform.) The module leader uses the results to inform a report for each module, which, in turn, informs the Interim Course Report. Overall student evaluation is discussed at course committees and at an Annual Online Learning Partnership meeting, and the outcomes are reported via the Interim Course Report to SASQC and X-SASQC.
- 5.5 The NTU course leaders for the Wiley online courses will pass to Wiley any relevant information arising from course committees and module evaluations that may have an impact on module design and delivery.

6. Student Engagement with their Learning

Courses delivered online in partnership with Wiley are designed so that students can actively engage with their learning and develop their personal, professional and academic potential.

Section 10E

- 6.1 Courses delivered in partnership with Wiley endeavour to provide an engaging online student learning experience that builds community and guards against the potential for isolation and frustration that can challenge online learners.
- 6.2 Student engagement with their learning is nurtured in a number of academic, motivational and administrative ways, for example:
- a. learning activities have directed and highly interactive elements built in, which include: rich multimedia content; online exercises; films / videos; case studies; reflections in blogs; online facilitated discussion forums and wikis;
 - b. a variety of online delivery methods and learning activities are used to stimulate engagement and cater for different learning styles.
 - c. Students are encouraged to interact and learn from other students; discussion forums and threads, provided via module and course learning rooms, facilitate this sharing. Collaboration through social media is also encouraged.
 - d. Directed learning time (as specified in the definitive module information in CourseLoop) is allocated within the module delivery cycle to enable students to engage with the online materials and with their peers.
 - e. Academic study, writing and other skills resources are provided via direct links from the Wiley Engage VLE platform; these include the resources of the NTU Library Learning and Teaching Team (LLTT).
 - f. Course leaders, module leaders and module tutors provide academic advice in an effective and timely fashion.
 - g. Wiley allocate named Student Service Coordinators (SSC) to provide support to all students and facilitate a student's progression through their course.
 - h. All materials and assessments are delivered to a defined schedule for each course; materials and activities are organised into bite size and manageable sections.
 - i. Students are always aware of their progress throughout the course; the course / module calendar is populated with deadlines and reminders so that students stay on track.
 - j. An induction is provided for all courses. This induction includes a variety of activities, both academic and social, to introduce a student to the learning environment and to help ensure a smooth settling in period.
 - k. Wiley provides relevant data and statistics for monitoring and annual reporting, including student online 'attendance' and engagement; non-submission of assessment is investigated immediately.

Further information

- Module tutors have the opportunity to undertake staff development in the techniques for engaging delivery online and orientation to the Wiley VLE Engage platform; the expertise of Wiley learning designers is utilised.

- 6.3 The following standards have been set for online interactions:

Section 10E

- a. a module tutor will log in and monitor a class for a minimum of 5 days out of 7 each week;
- b. a module tutor will actively participate in discussions for a minimum of 5 days out of 7 each week;
- c. a module tutor will inform the course leader and SSC of any absences of 48 hours or more.
- d. a minimum of 10% of postings should be from the tutor. However, excessive posts will be avoided as they may swamp the classroom;
- e. tutor postings should be significant contributions that lead the discussion and support student engagement;
- f. an initial response to an email via an NTU email address will be within 48 hours of receipt;
- g. Wiley will operate a 24/7 technical support desk to deal with all first line support queries.

7. Assessment Principles

The approach to assessment aligns to NTU’s overall principles (as set out in QH Section 15) so that every Wiley student can demonstrate the extent to which they have achieved the course learning outcomes and so that the integrity of the NTU award is maintained.

- 7.1 The principles of assessment for Wiley online learning courses align to the University’s overarching principles: assessment should be valid, reliable, rigorous, equitable, inclusive and clearly communicated to students.
- 7.2 Each Wiley course has an assessment strategy that includes reference to the following:
 - a. the assessment design;
 - b. student assessment feedback;
 - c. the moderation procedures.

Further information

- Because of the special nature of Wiley online learning provision, aspects of a-c above have been contextualised to ensure an appropriate fit with University policy. The specific assessment requirements are set out in paras. 8, 9 and 10 below. Where a clause from QH Section 15 is not contextualised, then it applies to Wiley provision in its current wording.

Section 10E

8. Assessment Design

The assessment of module learning outcomes takes place within the approved delivery schedule for every module that is included in a Wiley online course.

- 8.1 All assessment should be submitted within the defined number of weeks for the module (8 or 16 weeks); there will be no assessment deadlines outside the 8 or 16 weeks.
- 8.2 On occasion, it is possible for a module's approved delivery schedule to set a deadline outside the defined module weeks – this will be subject to academic approval and the course team must be mindful of the effects upon a student's workload and their ability to progress to the next modules.
- 8.3 Wiley provides the platform for assessment and assessment submission via the Engage VLE. This provision will include verification for examinations as well as access to agreed plagiarism detection software and a facility for module tutors to assess student work, provide feedback and enter grades.
- 8.4 A module leader, in consultation with the course leader, can modify an assessment or make an alternative version of an assessment available for a student with disabilities.

9. Assessment Feedback

Feedback on assessment is provided to Wiley online students in advance of the next assessment point.

- 9.1 Wiley online students receive relevant, specific and individual feedback on all assessed summative work after moderation.
- 9.2 Feedback on assessed coursework is provided within 10 working days; all moderation processes must be concluded by this time.
- 9.3 Where individual feedback on an examination is provided, it should be within 10 working days; all moderation processes must be concluded by this time.
- 9.4 Specific types of assessed online activity (such as discussion forums) lend themselves to prompt *generic* feedback and this can be provided within 72 hours. Such feedback can be posted via an announcement or appropriate discussion thread. Generic feedback must not include the final grade – this must be subject to moderation first (see below).
- 9.5 All assessment feedback is provided via the Engage VLE platform.

10. Moderation

Section 10E

The quality assurance mechanisms for Wiley online courses ensure that grades awarded are a fair and accurate reflection of student performance.

- 10.1 The practical arrangements for the moderation of assessment tasks should broadly align to those set out in QH Section 15, and include:
- the moderation of assessment tasks;
 - the review of marking and results within a module (including indicative sample sizes);
 - the moderation of marking and results across modules;
 - external moderation;
 - rules on adjusting grades arising out of moderation.
- 10.2 The moderation of assessment tasks must be undertaken before any grades are returned to students (i.e. within the 10 working day feedback turnaround).
- 10.3 With the explicit agreement of the course leader, module leaders may make arrangements for assessed online activities to be moderated rapidly, e.g. via a second module tutor synchronously or within a 72 hour timeline; in this case the moderated grades may be made available to students.
- 10.4 Module leaders are responsible for arranging for the moderation of student work and specifying the sample of work to be seen by the external examiner; this task should not be undertaken by module tutors.
- 10.5 The moderation process takes place within the Engage VLE platform.

11. Module Assessment Panels

Module Assessment Panels are held regularly on Wiley online courses to make decisions about student progression between modules.

- 11.1 After every two modules in Stage 1 (following moderation), a Module Assessment Panel (MAP) meets to make recommendations about whether students who fail a module should be allowed to undertake remedial work and / or referred work alongside their next modules.
- 11.2 In reaching its recommendation, the MAP should take into account the number and extent of the module failure(s) and the student's profile thus far.
- 11.3 The MAP membership comprises:
- course leader;
 - module leaders;
 - secretary.

Section 10E

- 11.4 All MAP recommendations are subject to ratification by the chair of the Board of Examiners.
- 11.5 Where a student's performance and / or commitment is giving concern, the MAP may defer a decision until the next Board of Examiners meeting.
- 11.6 Where a student fails a module or is referred at a later date, they have to study the module again when it is next offered.
- 11.7 The MAP chair may share with Wiley any relevant or material information arising from a MAP meeting, as appropriate.

12. Boards Of Examiners

Online learning courses delivered in partnership with Wiley are required to have a formally constituted Board of Examiners. The conduct of the Board aligns to the terms of reference, membership and procedures that are set out in QH Section 15.

- 12.1 A formally constituted Board of Examiners (BoE) is held once a year. This BoE considers student progression and recommendations for the final award. The external examiner(s) attends this meeting.
- 12.2 Additional BoE meetings may be held during the year, as dictated by student profiles and other business. If no final awards are being considered, the external examiner does not need to attend. Where final awards are being considered, the external examiner may participate in these additional BoE meetings via online conferencing software wherever possible.
- 12.3 The external examiner(s) must attend at least one BoE meeting each year.
- 12.4 The external examiner does not need to attend a BoE where interim awards are being recommended.
- 12.5 A senior academic from within the School offering the Wiley online course acts as Chair of the BoE.
- 12.6 The BoE is conducted according to the criteria set out in QH Section 15. The BoE applies the Common Assessment Regulations for Wiley Online courses as set out in QH Section 16E.
- 12.7 Module leaders represent their modules at BoE meetings; module tutors are not required to attend.
- 12.8 Wiley – in liaison with School administration – ensure that all data is available for BoE meetings.
- 12.9 Wiley representatives do not attend BoE meetings. The BoE chair may share with Wiley any relevant or material information arising from a BoE meeting, as appropriate.

Section 10E

13. External Examiners

Each online learning course delivered in partnership with Wiley is required to have one or more external examiner(s) to carry out the role defined in QH Section 9.

- 13.1 The roles, responsibilities and tasks of external examiners on Wiley online courses conform to QH Section 9. The standard criteria for the appointment of NTU external examiners apply.
- 13.2 Where the Wiley online course is the same or similar to another NTU course delivered in full or part time 'on-campus' modes, a course team may use the same external examiner. Where a different external examiner is appointed, the course team need to make arrangements to ensure comparability of standards across the courses.
- 13.3 Wiley online courses invoke dispensation from the normal requirement for external examiners to view student work on-campus (para. 5.2, QH Section 9). Wiley ensures that external examiners have access to the Engage VLE platform to enable them to view samples of work on the platform.
- 13.4 The external examiner report is considered by the course committee and appropriate SASQC; X-SASQC receives a digest of external examiner comments from across Wiley courses through the Interim Course Reports in order to monitor framework-wide issues.
- 13.5 The course team arranges for the external examiner to communicate with a student or students if it is appropriate to do so, as agreed between the course team and the external examiner.

14. Admissions

Wiley will take operational responsibility for admission and recruitment to the online learning courses delivered in partnership (including making formal offers to students) as defined in the Collaborative Framework Document. NTU will be responsible for all admissions decisions.

- 14.1 The balance of operational responsibilities between NTU and Wiley for admissions and recruitment is set out in the Collaborative Framework Document.
- 14.2 Wiley filters applications ensuring that they are eligible for consideration, both academically and financially; Wiley verifies an applicant's qualifications before passing the application to NTU.
- 14.3 NTU is ultimately responsible for all admissions decisions following the completion of the Wiley vetting process.

Section 10E

14.4 All applicants to Wiley online courses should have appropriate English language skills.

15. Notification of Extenuating Circumstances

All courses delivered in partnership with Wiley will have a mechanism by which students can notify the University of extenuating circumstances and seek guidance and support about the implications of such circumstances for their study and assessment and how these might be addressed.

15.1 Students studying in partnership with Wiley adhere to the University's Notification of Extenuating Circumstances (NEC) policy, with the exception of a set of approved clarifications and variants as set out in this sub-section.

15.2 The University's NEC policy and the Academic Appeals policy can be found in QH Sections 17A and 17B.

15.3 Separate processes, procedures and frameworks also exist for the following:

15.4 Complaints – Complaints Procedure for Students;

15.5 Disciplinary issues – Student Code of Behaviour;

15.6 Please note that the University's Fitness to Study Policy does not apply to courses delivered in partnership with Wiley.

15.7 Students studying in partnership with Wiley are required to submit the documentary evidence as set out in the NEC policy. Because of the special nature and potential location of online students, the extenuating circumstances that may be considered can be extended to some of those that would normally not be accepted (see QH Section 17A).

15.8 Where extenuating circumstances are claimed and approved (and such claims have been made prior to an assessment event or submission date), the University's response will be to:

- a. provide a seven or fourteen calendar day extension to an assessment deadline where this is appropriate and practicable;
- b. provide the opportunity for the student to be assessed at the next available point and, where the next available opportunity is to be considered a first sit, for the grade to be uncapped;

Further information

- Regarding (b) above, a student may be allowed to undertake the assessment alongside their next modules as set out in para. 11.2.

15.9 Submission of a notification of extenuating circumstances must be made using the NEC section of the online Academic Appeals portal and should be supported by appropriate evidence.

Section 10E

- 15.10 Wiley provides links to the NTU NEC section of the portal via the Engage VLE platform. NTU informs Wiley of the submission and outcomes of NEC consideration.
- 15.11 Requests for extenuating circumstances are considered by a Notification of Extenuating Circumstance Contact (NECC); each School that offers an online course in partnership with Wiley nominates a NECC. The NECC reports to the School's Notification of Extenuating Circumstances Panel (NECP).
- 15.12 The nature of many online assessments and / or the local conditions within which students study, may warrant shorter extensions and a more immediate decision. In this respect, a module tutor may grant a short extension (up to 48 hours) in appropriate circumstances. The student must provide a written statement in support of the extension – however, this can be submitted seven calendar days after the agreed extension. If the evidence is not received in time, the student has to undertake a referral.
- 15.13 A student may self-certify for up to seven calendar days where they have contracted a short self-limiting illness up to seven calendar days before any assessment deadline or event. The student must complete the University's self-certification form in full within seven calendar days of the assessment deadline.

16. Academic Appeals and Complaints

The University has procedures for handling academic appeals and student complaints about the quality of learning opportunities on online courses offered in partnership with Wiley; these procedures are fair, accessible and timely.

- 16.1 Students studying in partnership with Wiley adhere to the University's Academic Appeals policy and process, with the exception of a set of approved clarifications and variants as set out in this sub-section.

Further information

- The University's Academic Appeals policy and process can be found in QH Section 17B.
- 16.2 The course leader is responsible for handling academic appeals and complaints. A Request for Reconsideration (R4R) or appeal must be submitted through the Academic Appeals Portal. Students must submit documentary evidence, as set out in appendix 2 of QH Section 17B.
- 16.3 Each School that offers an online course in partnership with Wiley has a Reconsideration Panel, constituted as described in sub-section 7 of QH Section 17B. Wiley acts as first line support for the receipt of appeals or complaints. All academic appeals and complaints are passed to the University.
- 16.4 A student (and their companion) may participate in an Academic Appeal Hearing via online conferencing software wherever possible.
- 16.5 In the first instance, Wiley attempts to resolve all complaints not relating to academic or NTU service provision at a local level.

Section 10E

16.6 Information on academic appeals and student complaints is provided in the online student handbook, module handbooks and via links on the Wiley Engage VLE platform.

17. Academic Integrity

Processes for upholding standards of behaviour expected from students with respect to academic integrity will operate for all online courses delivered in partnership with Wiley.

17.1 Students studying in partnership with Wiley adhere to the University's Academic Integrity Policy, with the exception of a set of approved clarifications and variants as set out in this sub-section.

Further information

- The University's Academic Integrity Policy can be found in Section 17C of the QH.

17.2 The course leader is responsible for initiating academic integrity procedures and liaising with their Head of Department.

17.3 Schools offering Wiley online courses are responsible for convening Serious Academic Misconduct Panels.

17.4 A student (and their companion / witness) may participate in a Serious Academic Misconduct Panel via online conferencing software wherever possible.

17.5 The Penalty Framework, as set out in QH Section 17C, applies to all Wiley online courses.

17.6 Wiley provides access to NTU licensed plagiarism detection software and a reporting system to record the instances in which academic integrity standards have not been met for each student.

18. Marketing

All marketing and other publicly available information, publicity and promotional material for courses delivered in partnership with Wiley will be fit for purpose, accessible and trustworthy.

18.1 The University retains ultimate responsibility for all sources of information produced in respect of the Wiley partnership, including marketing and promotional materials.

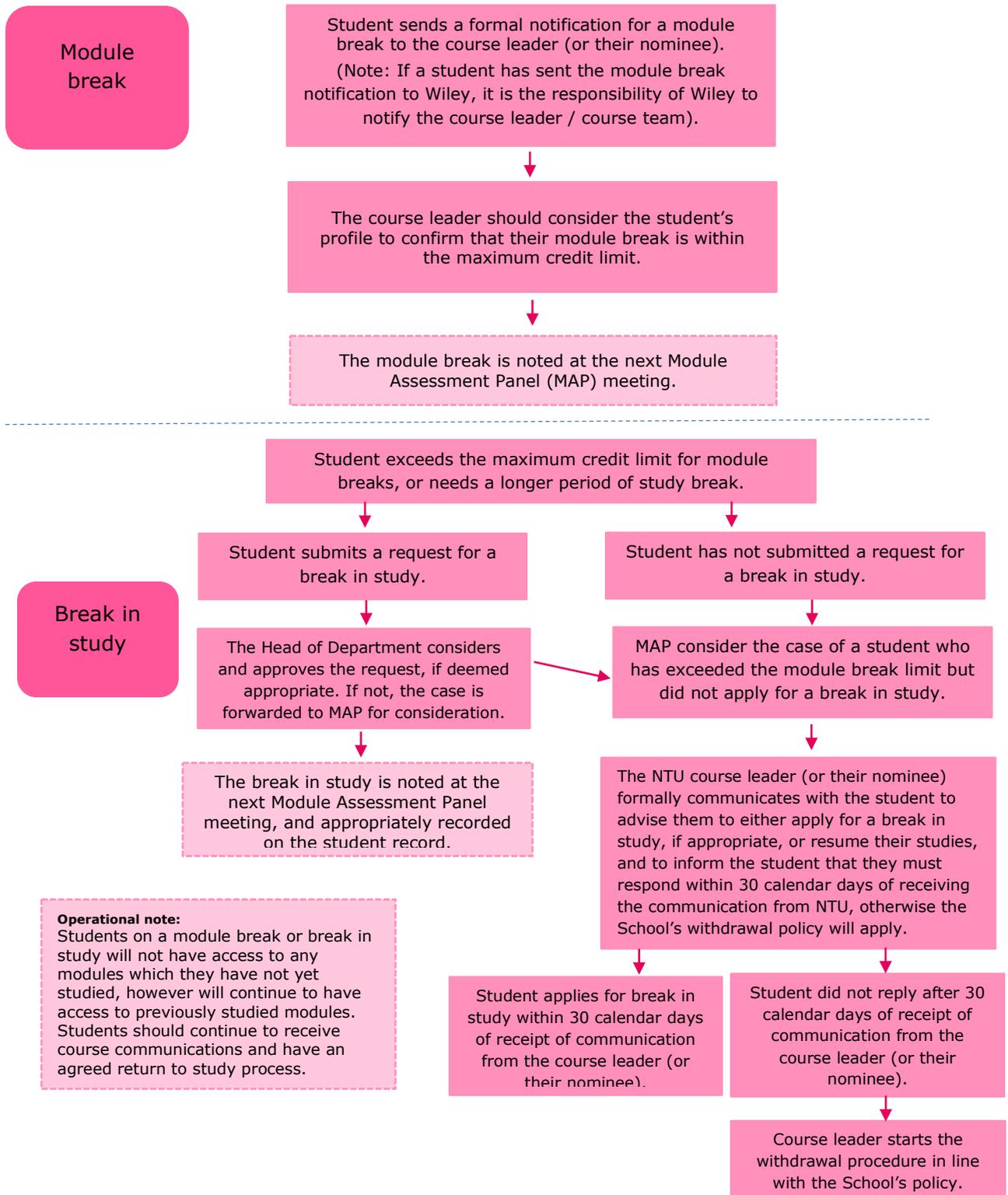
Section 10E

18.2 NTU central marketing provides Wiley with NTU and relevant School-level brand guidelines including the use of a logo and style of language to enable Wiley to produce marketing and promotional materials.

18.3 Wiley plans are approved by NTU central marketing prior to release or enactment.

Section 10E

19. Appendix: Module break and break in study workflow for online courses (Wiley)



Section 10E

Policy owner
CADQ

Change history			
<i>Version:</i>	<i>Approval date:</i>	<i>Implementation date:</i>	<i>Nature of significant revisions:</i>
Sept 2016	14.06.16	01.10.16	New Section
Sept 2017	12.09.17	01.10.17	Clarified requirements for study breaks and leave of absence
April 2018	17.04.18	17.04.18	Took out barrier between Stages 1 and 2 Provided an option to complete the dissertation in less than 12 months Clarified definition of shortfall of modules to be carried over to Dissertation Module
Sept 2018	12.09.18	01.10.18	None
Feb 2019	14.09.19	14.09.18	Clarified communication process with Wiley in relation to matters arising from committees
Sept 2019	11.09.19	01.10.19	None
March 2020	27.03.20	27.03.20	Clarified the study break and leave of absence process
Sept 2020	16.09.20	01.10.20	None
Sept 2021	07.09.21	01.10.21	None
Sept 2022	22.09.22	01.10.22	None
June 2023	06.07.23		Study break and leave of absence renamed module breaks and breaks in study. Inclusion of 15.7 to align with updated NEC policy
Sept 2023	14.09.23	01.10.23	None
Sept 2024	19.09.24	01.10.24	None

Equality Impact Analysis		
<i>Version:</i>	<i>EA date:</i>	<i>Completed by:</i>
Sept 2017	01.10.17	CADQ