Lincoln Bishop University

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PREAMBLE

Authority

1. The University Senate (Senate) is the final arbiter of the application and interpretation of these Regulations.

2. Senate is the final arbiter of whether a programme is classified as taught (and therefore subject to Part B of the Framework) or research (and therefore subject to Part C). Research degrees are subject to regulations approved by the University of Leicester.

Scope of the Regulations

3. These Regulations apply to programmes classified by Senate as taught and which lead to the award of the University's higher education qualifications. Except where discretion is explicitly provided for, adherence to these Regulations is mandatory.

Appendices governing specific programmes

4. Where there is a compelling need for programme specific regulations to be approved, such regulations must be approved by Senate as a numbered appendix to the Regulations set out in the Regulatory Framework. Such regulations must make explicit the programmes to which they apply and the reason for their approval.

5. An Appendix relating to Modular Learning and Credit Accumulation, including provision aligned to the Lifelong Learning Entitlement (LLE), is included as Appendix A. This Appendix sets out specific regulatory arrangements where students are undertaking modular or credit-accumulated study, and takes precedence where applicable.

Application to collaborative provision

6. Unless specified by Senate, these Regulations apply to all provision referred to in paragraph 3 whether that provision is delivered by the University or another approved provider through a formal legal agreement.

Variation

7. Exceptionally, the requirements of these Regulations may be varied with the approval of Senate following a recommendation by the Academic Regulations Committee (ARC) for the purpose of meeting the clear and explicit expectations of a professional, statutory or regulatory body (PSRB) and where there are no other means for meeting those expectations, or for the purpose of making short term arrangements to address exceptional circumstances beyond the control of the University.

8. Any reference to a period of ‘days’ in these Regulations means University working days unless another definition is expressly stated.

CHAPTER I: REGULATIONS APPLICABLE TO ALL TAUGHT QUALIFICATIONS

Purpose

9. These Regulations are the definitive statement of the Regulatory Framework leading to the award of taught credit and qualifications of the University. They set out the rules and procedures which ensure that successful students progress through each stage of their programme, that awards are made reliably and fairly, and that the classifications of awards are clear, carefully considered, and well-founded. They also set out the circumstances in which failure in any component may be compensated or reassessed and the rules governing the calculation of degree classifications.

10. The University ensures that its qualifications are comparable in standard with those conferred by institutions implementing the Framework for Higher Education Qualifications in England, Wales and Northern Ireland. These Regulations are designed to ensure that the University meets national requirements and guidance applicable to the award of higher education qualifications in England.

11. These Regulations also provide for flexible and modular modes of delivery, including those associated with the Lifelong Learning Entitlement (LLE), which enable students to undertake study in discrete blocks of credit and accumulate credit over time.

Modules and credits

Modules

12. A module is a separately assessed unit of learning with a specified learning and teaching strategy, assessment and reassessment methods and learning outcomes. All students on the same module must be assessed by the same method(s) of assessment and reassessment unless an alternative has been approved for reasons of practicality (in the case of reassessment) or as part of a student's 'reasonable adjustments' (as defined in Code of Practice for Support for Study and the Code of Practice for Students with Access Needs). When an assessment is modified for one of these reasons, it must require the student to demonstrate the same set of learning outcomes as the original assessment or reassessment.

13. Modules may be undertaken either:

    (a) as part of a programme leading to a named award; or

    (b) on a standalone basis as part of modular learning, including provision aligned to the Lifelong Learning Entitlement (LLE), as defined in Appendix A.

14. Details of each module which has been approved by the University are set out in the module specification.

Module levels

15. A single level is assigned to each module, indicating the intellectual demand and rigour of academic study required to successfully complete the module:

Level 0	preliminary undergraduate level
Level 4	introductory undergraduate level
Level 5	intermediate undergraduate level
Level 6	advanced undergraduate level
Level 7	master's level

Credits

16. A credit value is assigned to each module indicating the total learning, teaching and assessment time that a student is expected to spend in achieving the learning outcomes of the module. The University uses the UK Credit Accumulation and Transfer Scheme (CATS) where each credit nominally represents 10 hours of learning (so that, for example, a 15-credit module represents 150 hours of notional learning time). Each credit equates to 0.5 credits in the European Credit and Transfer Scheme (ECTS).

Awarding credits

17. To be awarded the credits for a module, a student must have passed the assessment for that module, or been awarded a pass by compensation, thereby indicating that the student has achieved the learning outcomes for the module.

18. The credits for a particular module cannot be awarded to a student more than once, nor can a student retake a passed module with a view to improving the mark achieved unless the Board of Examiners has approved Extenuating Circumstances.

19. The same credits cannot be counted towards two separate qualifications unless one qualification is a stage in the normal progression to another, higher level, qualification or credits are deemed appropriate and current in accordance with the University's Code of Practice for the Recognition of Prior Learning.

Qualifications

Taught Qualifications awarded

20. The University awards the following higher education taught qualifications:

    (a) Introductory, Intermediate and Advanced Certificates
    (b) University Learning Certificate
    (c) Certificates of Higher Education (CertHE)
    (d) Diplomas of Higher Education (DipHE)

(e) Foundation Degrees
(f) Bachelor's Degrees with Honours
(g) Ordinary Degrees
(h) Higher and Degree Apprenticeships
(i) Certificates in Education, Training and Skills
(j) Graduate Certificates
(k) Graduate Diplomas
(l) Professional Graduate Diplomas in Education, Training and Skills
(m) Postgraduate Certificates in Education (PGCE)
(n) Postgraduate Certificates (PGCert)
(o) Postgraduate Diplomas (PGDip)
(p) Integrated Master's Degrees
(q) Master's Degrees.

Credits required for Qualifications

21. The total credit value of qualifications awarded by the University are as set out in the following tables:

Minor Awards

Qualification	FHEQ Level	Credits required	Learning Hours	Credit maxima/minima	ECTS Credits
Credit Achievement Award	Any	15 (minimum)	150	15 credits at any level (minimum)	7.5
University Learning Certificate	4-6	60	600	60 credits across levels	30

Qualifications at level 4

Qualification	FHEQ Level	Credits required	Learning Hours	Credit maxima/minima	ECTS Credits
Introductory Certificate (Minor Award)	4	60	600	60 credits at level 4	30
Certificate of Higher Education	4	120	1200	120 credits at level 4	60

Qualifications at level 5

Qualification	FHEQ Level	Credits required	Learning Hours	Credit maxima/minima	ECTS Credits
Intermediate Certificate (Minor Award)	5	60	600	60 credits at level 5	30
Certificate of Education, Training and Skills	5	120	1200	120 credits at level 5	60
Diploma of Higher Education	5	240	2400	120 credits at level 4 120 credits at level 5	120
Foundation Degree	5	240	2400	120 credits at level 4 120 credits at level 5	120

Qualifications at level 6

Qualification	FHEQ Level	Credits required	Learning Hours	Credit maxima/minima	ECTS Credits
Advanced Certificate (Minor Award)	6	60	600	60 credits at level 6	30
Graduate Certificate	6	60	600	60 credits at level 6	30
Professional Graduate Certificate	6	60	600	60 credits at level 6 or 30 credits at level 6 and 30 credits at level 7	30
Graduate Diploma	6	120	1200	120 credits at level 6	60
Professional Graduate Diploma	6	120	1200	120 credits at level 6	60

in Education, Training and Skills					
Ordinary Degree	6	300	3000	120 credits at levels 4 180 credits at levels 5 and 6 with at least 60 credits at level 6	150
Bachelor's Degree with Honours	6	360	3600	120 credits at level 4 120 credits at level 5 120 credits at level 6	180

Qualifications at level 7

Qualification	FHEQ Level	Credits required	Learning Hours	Credit maxima/minima	ECTS Credits
Postgraduate Certificate	7	60	600	60 credits with at least 45 credits Level 7	30
Postgraduate Certificate of Education (PGCE)	7	60	600	60 credits with at least 45 credits Level 7	30
Postgraduate Diploma	7	120	1200	120 credits with at least 90 at Level 7	60
Integrated Master's Degree	7	480	4800	120 credits at level 4 120 credits at level 5 120 credits at level 6 120 credits at level 7	240
Master's Degree	7	180	1800	180 credits with at least 150 at Level 7	90

Programmes

Definition of programmes

22. The University specifies a programme as a coherent entity defined by a specific set of programme learning outcomes. A programme includes a specific set of core and non-core modules and satisfies the criteria in the applicable national expectations.

23. Programmes may include structures which permit modular entry and exit and the accumulation of credit over multiple periods of study. Such provision shall be governed by Appendix A.

24. Details of each programme approved by the University, including the programme learning outcomes, arrangements for learning and teaching, years of study, and constituent modules, are set out in the programme specification.

Maximum duration of programmes

25. The maximum period (from initial enrolment to conferment of the award) within which a programme must be completed to be eligible for the qualification is:

    (a) for programmes by full-time study, twice the stated duration of the programme; or
    (b) for programmes by part-time study, two years beyond the stated duration of the programme.

26. To meet the requirements of a PSRB, a shorter period of study may be specified in these Regulations, or in the programme specification, following approval by Senate.

27. Where a shorter period is specified to meet the requirements of a PSRB, and the student is unable to complete within that shorter period, the student may be permitted to transfer to a programme not approved by such a body and not entitling the student to the benefits accorded by recognition by such a body, with the permission of the Provost and Chief Academic Officer.

28. The maximum period is inclusive of any extensions to a student's studies granted under these Regulations, by way of a break of study, re-enrolment following withdrawal, repeat or extension granted for academic reasons or Extenuating Circumstances.

29. Where a student is undertaking modular learning, including under the Lifelong Learning Entitlement, the maximum period of study may be extended or otherwise varied in accordance with Appendix A.

Admission to a programme

Admission to a programme leading to a Lincoln Bishop University qualification

30. To be admitted to a programme a student must have satisfied:

(a) the University's requirements for admission to the University; and

(b) such entry requirements as are specified for the particular programme including any requirements set by a PSRB.

31. The University may also admit students directly to individual modules, including those forming part of modular or LLE-aligned provision, in accordance with Appendix A.

32. A student may not be admitted onto a Lincoln Bishop University qualification in a subject for which the student has already been awarded such a qualification either from the University or another degree-awarding body until a five-year period has elapsed.

Qualifications leading to professional practise

33. Where the successful completion of a programme entitles the student to enter professional practice, a student who does not meet the requirements for successful completion under these Regulations will not be awarded a qualification the title of which implies that the student is entitled to practise that profession.

Re-admission following failure

34. Where a student is not permitted to progress to the next stage of the programme or to the award of the qualification under these Regulations, they will not be permitted to re-apply for admission to the same or a closely related programme leading to a qualification at the same or a lower level until a five-year period has elapsed.

Definition of academic year

35. A standard academic year for a full-time undergraduate student equates to 120 credits (1200 notional hours) and for a full-time taught master's degree student equates to a maximum of 180 credits (1800 notional hours).

Selection of modules

36. Students **must** register for modules for each semester or trimester in accordance with the instructions in the programme specification for which they are registered. A full-time student registered for an Honours degree will normally register for modules having a total value of 120 credits over consecutive semesters/trimesters. For example, where a programme is delivered over semesters, a student would normally study 60 credits in each semester and exceptionally with no fewer than 45 credits and no more than 75 credits in any one semester. For financial purposes, any student registered for fewer than 120 credits (including those awarded through credit transfer or RPL) over one academic session is normally classed as a part-time student.

37. Where a particular first semester module is specified as a prerequisite for a module to be taken in the following semester, then the prerequisite will be deemed to have been satisfied provided that the student has been registered

for the former module and has maintained satisfactory attendance at, and submitted all assessments associated with, the module and received an indicative pass mark

38. Students undertaking modular learning are not required to follow a standard annual credit load and may register for individual modules in accordance with Appendix A.

Changing programmes or modules

39. A student may, with the permission of the Provost and chief Academic Officer transfer to another programme provided the admission requirements for that programme have been satisfied. Students are responsible for complying with the procedures as set out in the Student Transfer between Academic Programmes Procedure.

Changes to published programmes

40. The University is committed to providing students with information about its programmes and modules that is fit-for-purpose, accessible and trustworthy when students apply and accept an offer, when they register and throughout their programme of study.

41. Occasionally, the University may make changes to its programmes and their constituent modules. These changes are made for good organisational reasons and may include changes to timetables, teaching staff allocation, and content and may be the result of internal or external factors. Changes may also be made as part of the University's commitment to enhancing the quality of its academic provision.

42. The University will communicate changes to students in a timely manner, and, where appropriate and practicable, involve students in decisions and/or explain the reasons for any changes. In accordance with the Student Protection Plan, the University will not make major changes that affect students without consulting them and obtaining their agreement and will not withdraw a programme until those students have completed the programme unless this is unavoidable, for example, due to circumstances beyond the University's control. In that case, the University will consult those students about their options and work with them to find an appropriate solution, which might include providing refunds and/or compensation. (Details of these commitments are set out in the Student Protection Plan.)

Credit transfer and the recognition of prior learning

43. The University provides recognition for three types of prior learning:

(a) credit transfer: prior learning which has been completed at one or more other higher education institution(s) and awarded by another degree-

awarding body which uses a recognised academic credit framework;

(b) prior certificated learning: learning for which a student has been awarded a diploma or formal statement confirming satisfactory completion of a programme of study outside of a recognised academic credit framework but nevertheless at a higher education level; and
(c) prior experiential learning: learning derived from experience, usually (but not exclusively) in the workplace; as such it is learning outside a formal or defined higher education programme.

General principles

Credit transfer

44. The University welcomes applications for credit transfer towards its qualifications subject to the following principles:

    (a) that the learning represented by the credit to be transferred is sufficiently relevant to the Lincoln Bishop University programme against which the claim is being made, for example by comparison of the intended learning outcomes and module content and of the appropriate level;
    (b) that the credit has been awarded within a credit framework recognised for the purpose by the University;
    (c) that the credit has not already been used to gain the same level of qualification for which it is now being submitted; and
    (d) that the credit was awarded by the relevant degree-awarding body within the previous five years, or a shorter period as may be specified in the programme specification.

45. In the context of modular learning and the Lifelong Learning Entitlement, the University may recognise credit achieved through approved modules at other recognised providers, subject to the principles and limitations set out in Appendix A.

Prior certificated and experiential learning

46. Applications for the recognition of prior certificated and experiential learning are subject to the following principles:

    (a) that the learning has not been recognised by the University or another degree-awarding body and used towards the award of a qualification of the same or higher level to which the application now relates;
    (b) that the learning is separate from qualifications or learning that are to be used towards demonstrating that the student meets the entry requirements for the programme; and
    (c) in the case of experiential learning, that the evidence in support of the application is sufficient, relevant, verifiable and current.

Limitations on the volume and use of credit

47. The University sets two limitations on the recognition of prior learning towards its programmes. These limitations are designed to ensure that academic credit

is not being double counted (for example towards more than one award) and

that each student undertakes enough of the Lincoln Bishop University's programme to merit being awarded a qualification of the University.

48. The two limitations are:

    (a) a limitation on the amount of prior learning which will be recognised towards one of the University's qualifications; and
    (b) a minimum number of credits that **must** be achieved from the specified stage(s) of the programme through undertaking the relevant University programme.

49. The minimum number of credits which must be achieved through the relevant Lincoln Bishop University programme are:

    (a) Introductory Certificates, Intermediate Certificates, Advanced Certificates, University Learning Certificate – 30 credits
    (b) Certificate of Higher Education – 60 credits
    (c) Diploma of Higher Education – 120 credits at the Diploma stage
    (d) Foundation Degree – 120 credits at the Degree stage
    (e) Ordinary degree – 60 credits at the Final stage
    (f) Bachelor's degree (with Honours) – 120 credits at the Honours stage
    (g) Integrated Master's – 240 credits from the combined Honours and master's stages
    (h) Graduate Certificate – 30 credits
    (i) Graduate Diploma – 60 credits
    (j) Postgraduate Certificate – 30 credits
    (k) Postgraduate Diploma – 60 credits from the Diploma stage
    (l) Master's degree – 60 credits from the Master's stage.

50. Credit transfer or prior certificated or work-based experiential learning is not accepted towards the Preliminary stage [Foundation Year] of a Bachelor's degree. In-year transfers from another provider may be considered where an alignment of academic skills with the University's Foundation Year programme can be evidenced.

Approval of applications

51. Applications for credit transfer and the recognition of prior learning (certificated and experiential) will be determined by a Recognition of Prior Learning Panel with delegated authority from the Programme Quality and Enhancement Committee (PQ&EC) in accordance with the Code of Practice for the Recognition of Prior Learning.

Classification and stage weighted averages

52. Credit and prior learning transferred towards a Lincoln Bishop University qualification will be disregarded in calculating stage weighted averages and any classification specified in these Regulations.

Assessment and Feedback

Assessment

Module information

53. Students are provided with the module information in advance of the module commencing and in the case of non-core modules, in advance of being required to make their module choices for the next semester/trimester or year. This module information details: the intended learning outcomes for the module; the methods of assessment including any components which make up the assessment; the weighting of any components; whether any components are pass/fail; any requirements to pass specific components; the marking criteria applicable to the module; and the same information for the reassessment of the module.

Methods of assessment

54. In higher education, assessment describes any processes that appraise knowledge, understanding, abilities or skills. There are many different forms of assessment, serving a variety of purposes, which include:

    (a) promoting student learning by providing the student with feedback, normally to help improve their performance;
    (b) evaluating student knowledge, understanding, abilities or skills
    (c) providing a mark or grade that enables a student's performance to be established, and may also be used to make progress decisions and calculate award classifications; and/or
    (d) enabling the public (including employers) and higher education providers, to know that an individual has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution and agreed UK norms, including the frameworks for higher education qualifications – this may also include meeting PSRB requirements.

55. The methods of assessment and reassessment for each module are those which are appropriate to provide students with an equal opportunity to demonstrate the extent to which they have met the programme learning outcomes for the module, and which are capable of promoting students' learning. They are designed to be inclusive recognising the diversity of the student body. The methods of assessment are designed for the programme as a whole to ensure that the programme learning outcomes can be demonstrated, and that students can learn from, and improve, their assessment performance as they progress through the programme. Programmes provide more than one opportunity to demonstrate the achievement of a programme learning outcome without there being unnecessary duplication or overlap.

56. The assessment methods are approved by the University when the programme is validated, or through subsequent approved amendments to the programme or individual modules. Assessment and reassessment tasks are reviewed annually.

57. The language of all assessment is English except for those programmes involving learning another language, where the purpose of the assessment includes testing knowledge of that language and where academic staff and the External Examiner(s) are fluent in the languages being taught and assessed. Assessment is be carried out in line with the Office for Students (OfS) guidelines B1.4, B4.2 and B4.3 relating to technical proficiency in English language.

Volume of Assessment

58. The volume of assessment provided for within modules, levels and across each programme is designed to ensure that the assessment load faced by students is comparable for students taking modules of the same credit value irrespective of the programme and subject they are studying and that that load is proportionate to the credit value of the module (and therefore students are not over assessed).

59. The design of assessment recognises that credits relate to learning hours, rather than simply to the number of words written or length of an assessment activity such as an open-book examination. For example, modules that involve a greater proportion of independent study (e.g., dissertation modules) might reasonably be assessed by a piece of work of greater length than a taught module of the same credit value since the latter involves class contact learning time. It also recognises that fewer words do not necessarily represent less work, especially where a large amount of data has to be organised, prioritised, edited and presented. The approach to assessment is designed, therefore, to provide parameters within which assessment tasks must be based, but module designers must still exercise their academic judgement in determining the exact extent of these tasks.

Reassessment

60. Subject to paragraph 54, a student has the right to be reassessed in any component on two occasions only. A student on the Preliminary stage (Foundation Year) of the Bachelor's degree has the right to be reassessed on two occasions only.

    A student enrolled on a credit-bearing award who fails 50% of the credits for one academic year (e.g. 60 or more credits of 120 credits due to be achieved in that year) will be permitted to undertake reassessment in any of those failed modules and is eligible to progress where it is applicable to their course and aligns with the regulations of external accrediting bodies. This does not apply to the preliminary stage of an undergraduate programme with Foundation Year.

61. Where reassessment is permitted, the reassessment of failed modules must take place:

    (a) for the Preliminary stage of the Bachelor's degree, during the Foundation Year;
    (b) for all other stages of undergraduate qualifications, prior to the start of the next stage of the programme as scheduled in the timeline of the University's academic calendar, except where Extenuating Circumstances apply; and
    (c) for all stages of taught postgraduate qualifications, as scheduled in the timeline of the University's academic calendar.

Feedback on assessment

Assessment for learning and feedback on assessment

62. Feedback recognises that learning occurs in relation to skills as well as knowledge and understanding, including the skills of undertaking the type of assessment as well as in relation to the subject being studied. For this reason, it is expected that feedback will be provided on all forms of assessment.

The timing of assessment and feedback on assessment

63. The timing of assessment and reassessment takes account of the academic year and the University's academic calendar, including the dates of each semester/trimester, the requirement to be given in good time to inform summative assessment and any designated Module and Programme Boards of Examiners.

64. Programme teams should, so far as possible, avoid the close coincidence of submission dates so that students' workload is distributed evenly. Care is particularly important where two or more subjects contribute to a programme or where students are undertaking workplace learning or part-time study.

Attendance, engagement and submission requirements

65. Students are expected to engage effectively with their programme. The Student Attendance, Engagement & Absence Policy includes minimum attendance and submission requirements. Attendance and engagement includes:

    (a) scheduled academic sessions (whether held physically or online), including arriving on time and remaining for the duration of the session;
    (b) use of the virtual learning environment;
    (c) attendance at tutorials and/or interviews with academic staff; and/or
    (d) attempts at completion of assessment.

Submission of assessed work

66. Students must be advised at the beginning of each stage of the programme of the manner in which assessment work must be submitted. Where appropriate this will involve electronic submission via plagiarism-detection software (the purpose and workings of which must be explained to students at the beginning of the programme).

67. Students are responsible for ensuring that they have back-up copies of any work submitted. Failure of IT equipment will not normally be accepted as a reason for non-submission, incomplete submission of an assessment or as an individual mitigating circumstance.

68. The physical or electronic receipt is the only acceptable proof of submission.

Legible assessments

69. Students are responsible for ensuring that assessments that are hand-written are legible unless alternative assessment arrangements have been approved in advance. Illegible work will be marked in accordance with the amount that can be understood unless the work is transcribed into a legible form under supervision and at the student's expense. This may delay determination of the mark.

Overlength assessments

70. Where the module information sets a mandatory maximum time/word limit for an assessment task, overlength student work will be penalised on the basis that there is a risk that a student can gain an unfair advantage by presenting/submitting work longer than the maximum permitted.

71. The internal examiner will stop reading the work when they have reached the word limit +10%. Anything written/presented after that point will be disregarded in applying the assessment criteria and determining the mark to be awarded. The application of the penalty will be notified to the student as part of the assessment feedback.

72. Unless otherwise specified in the module information or rubric for the assessment task, for the purpose of calculating the word count, abstracts, executive summaries and footnotes are included, whereas contents pages, tables, figures, appendices and reference lists/bibliographies are excluded.

Extensions for good cause

73. A student may apply for extension of 5 days up to 24 hours in advance of an assessment submission but not practical assessment.

74. Extensions are normally only granted where there is evidence of ‘good cause’.

Definition of ‘good cause’

75. The following are examples of 'good cause':

    (a) bereavement of close relative/significant other (including attendance at funeral); a copy of the death certificate or a letter from an appropriate person confirming the details should be provided;
    (b) hospitalisation occurring at the time of the examination supported by a medical certificate issued by a qualified medical practitioner or a qualified counsellor;
    (c) serious short-term illness or accident (of a nature which in an employment context would have led to an absence on sick leave);
    (d) evidence of a long-term health condition worsening;
    (e) being unable to get to the examination because of the failure of properly made travel arrangements beyond the student's control (corroborating evidence is required); and /or
    (f) exceptional personal circumstances.

76. The following examples do not normally constitute good cause:

    (a) getting the time/date of the examination wrong or poor time management;
    (b) foreseeable disrupted travel arrangements;
    (c) commitments caused by family/friends (e.g., a family wedding or holiday);
    (d) work commitments (paid or otherwise) - students **must** be available during all of the teaching and assessment periods, including the reassessment period;
    (e) loss of work through not backing up;
    (f) alleged medical conditions that are not verified by proper and contemporaneous evidence or which occurred outside the assessment event for which the claim is being made;
    (g) minor illness or ailment which in a work situation would be unlikely to lead to absence from work;
    (h) holidays;
    (i) normal financial pressures; and/or
    (j) leaves insufficient time to upload to submission software.

Submission of Extension Request

77. Extension requests should be submitted on the appropriate form and can not be submitted to request extensions for practical assessments in accordance with the procedure as detailed in the corresponding codes of practice.

Consequences of late/non submission or attendance

78. The Faculty Administration Office is responsible for monitoring requests for extensions or absences to determine whether a pattern of requests indicates that a student requires other forms of support (such as a break of study).

Definition of 'non-submission' and lack of a 'genuine attempt'

79. In these regulations 'non-submission' is defined as a piece of assessed work which:

    (a) has not been submitted by the published submission date; and
    (b) for undergraduate awards, has been submitted but incurred a penalty of being awarded zero for the piece of work due to late submission

Consequences of not attending an assessment

80. A student who does not attend an examination, presentation, performance or equivalent without having approved Extenuating Circumstances in accordance with paragraphs 89 to 100 **must** be of a mark of zero for that assessment due to no engagement.

Consequences of non-attendance/engagement

81. A student is expected to attend University in accordance with their timetable. Where a student is persistently not attending classes or completing formative or summative assessment, or otherwise persistently not engaging with the programme the student will be referred to the University's Student Engagement, Attendance and Absence Policy. The Programme Leader **should** arrange an interview with the student to seek to establish the causes of this and to determine whether support can be put in place through the University's Code of Practice for Support for Study, and consider exploring options such as a break of study. If the Programme Leader concludes that the defaults are solely or mainly caused by a lack of commitment on the part of the student they **should** refer the student to the University's Code of Practice for Support for Study.

Break, and suspension of, study

Break of study

Break of study requested by student

82. A student may apply for a break of study by making written application to the relevant Dean of Faculty using the approved form for a period not exceeding 12 months. A break of study may be extended to a maximum of two

years in total. Any application is subject to the maximum period for the programme set out in paragraphs 21-24.

83. An application for a break of study may be made on any grounds, whether academic or personal. Applications for Maternity, Paternity, Secondary Carer and Adoption Leave will be determined in accordance with the Student Maternity/Paternity, Secondary Carer and Adoption Leave Policy.

84. In determining whether to approve the application, account will be taken of the stage the student has reached, including whether modules, assessments or reassessments are incomplete within a stage. The point at which the student can practically return will be determined in consultation with the student. Where there are extenuating circumstances, the application may be coupled with an application to repeat the incomplete stage in accordance with paragraphs 89 to 100.

85. For students undertaking modular learning, periods between modules shall not normally be treated as formal breaks in study. Provisions relating to flexible engagement and return to study are set out in Appendix A.

Suspension on grounds of risk

86. A student on any University module or programme, wherever located, who is judged on substantial evidence to be unfit to study by reason of posing a risk to themselves or others may be required to suspend those studies with immediate effect, even in the absence of the student's consent. A decision to suspend will be taken by the Head of Student Success following consultation with the Safeguarding Panel as appropriate.

87. A student who is suspended in accordance with this provision will not be regarded as a student of the University during the period of suspension and will not be entitled to use University facilities and services or be present at the University.

88. A student has the right to appeal on procedural grounds against the decision to suspend them by lodging a formal appeal in accordance with the Code on Practice for Support for Study.

89. Students who are suspended will normally continue their studies at the start of the following academic year or the beginning of the semester of the following year in which the suspension took place, subject to the provision of medical evidence confirming fitness to return and the completion of an appropriate risk assessment in conjunction with the University's Safeguarding Panel.

Withdrawal from studies

Withdrawal by a student

90. A student who wishes to withdraw from their programme prior to completion may do so by completing a withdrawal form and submitting it to Faculty Administration Office.

91. A student who withdraws is entitled to an exit award of the University according to the number of credits achieved and the qualification to which the programme related, and provided that the Programme Board is satisfied that the intended learning outcomes for the Exit award have been achieved.

92. Confirmation of the recommendation for the exit award will be made by the relevant Programme Board, or between meetings, by the Chair of the Board, and confirmation of the award by Senate.

Exit awards

Undergraduate qualifications

93. The following exit awards will be awarded where a student withdraws from their programme (see tables on pages 8-10 for award qualifications).

(a) **Certificates of Higher Education**:

(i) the credits for all modules passed.

(b) **Diplomas of Higher Education**:

(i) with 120 or more credits, the Certificate of Higher Education; or
(ii) with fewer than 120 credits, the credits for all modules passed.

(c) **Foundation degrees**:

(i) with 120 or more credits, the Certificate of Higher Education; or
(ii) with fewer than 120 credits, the credits for all modules passed.

(d) **Bachelor's degrees**:

(i) with 300 or more credits, the Ordinary degree;
(ii) with 240 or more credits, the Diploma of Higher Education;
(iii) with 120 or more credits, the Certificate of Higher Education; or
(iv) with fewer than 120 credits, the credits for all modules passed.

(e) **Integrated Master's degrees**:

(i) with 360 or more credits, the Bachelor's with honours degree.

Graduate and postgraduate qualifications

94. The following Exit awards will be awarded where a student withdraws from their programme (see table on page 10 for award qualifications).

(a) **PGCE**

(i) the credits for all modules passed.

(b) **Postgraduate Certificates**

(i) the credits for all modules passed.

(c) **Graduate Certificates**

(i) the credits for all modules passed.

(d) **Postgraduate Diplomas**

(i) with 60 or more credits, the Postgraduate Certificate; or
(ii) with fewer than 60 credits, the credits for all modules passed.

(e) **Graduate Diplomas**

(i) with 60 or more credits, the Graduate Certificate; or
(ii) with fewer than 60 credits, the credits for all modules passed.

(f) **Master's degrees**

(i) with 120 or more credits, the Postgraduate Diploma;
(ii) with 60 or more credits, the Postgraduate Certificate; or
(iii) with fewer than 60 credits, the credits for all modules passed.

Re-enrolment

95. A student who has successfully completed a stage of a programme, withdrawn and received the applicable exit award, is permitted, within five years of achieving the exit award, to resume the programme at the next stage and continue with the aim of completing the programme provided that:

(a) the student would be able to complete the programme within the maximum period set out in paragraphs 21-24;

(b) the Programme Leader confirms that it is possible to resume and complete the programme given any changes that may have been made to the programme since the student withdrew; and
(c) re-enrolment is not prohibited by a PSRB.

96. A student may be required to undertake an alternative module if a programme's module structure has changed. A student who withdraws other than at the end of a successfully completed stage of the programme may apply to the Faculty Administration Office to resume their studies. The Faculty Dean may approve the application subject to the conditions set out in paragraph 87 and further subject to confirmation that the student maintained satisfactory attendance and submission during the original period of study (other than where that was the result of extenuating circExtenuating Circumstances

97. The University is committed to supporting students who experience legitimate personal or medical difficulties while undertaking their programme. While disabilities and long-term health problems will be addressed through the relevant access needs disclosures, any student can apply for consideration of individual Extenuating Circumstances where they believe their ability to study/undertake assessment is being adversely affected and the University's normal procedures for extensions do not apply.

Definition

98. The University defines Extenuating Circumstances as specific circumstances that:

(a) are unforeseen, unavoidable and exceptional circumstances, including unforeseen and unavoidable significant worsening of existing circumstances;
(b) coincide with an assessment or occur immediately before an assessment; and
(c) seriously impair the student's performance in that assessment.

99. Circumstances which will be regarded as valid Extenuating Circumstances are those set out as 'good cause' see paragraph 66 onwards.

Extenuating Circumstances Review

100. All student applications for extenuating circumstances are reviewed by the Faculty Administration Office under the guidance of the Faculty Administration Manager. Details of the applications will not be disclosed outside the Faculty Administration Office other than providing an outline indication of the nature of the circumstances (e.g., medical, family bereavement).

101. In considering the evidence submitted by the student, the Extenuating Circumstances Panel must have regard to the extent to which the evidence submitted confirms the claim of the student as to the circumstances. No claim based upon medical circumstances will be accepted in the absence of evidence from a medical practitioner.

102. The Extenuating Circumstances Panel is empowered to make a judgement as to the currency of the circumstances in relation to the module assessment.

Applications for Extenuating Circumstances

103. An application for Extenuating Circumstances will be considered by the Extenuating Circumstances Panel provided that an application is made by a student using the approved form normally no later than five days after the assessment due date.

104. Where an application is made after the stated deadline the Extenuating Circumstances Panel will decide whether there is a compelling case for allowing the application to be considered by having regard to:

    (a) the reasons given by the student for the lateness of the application; and /or
    (b) the risk of the student gaining, or being perceived to be gaining, an advantage through such late application.

105. Where the Extenuating Circumstances Panel determines that an application can be considered it will proceed with the application as if the application had been submitted within the deadline.

106. Where the Extenuating Circumstances Panel is satisfied that the student has submitted a valid claim for Extenuating Circumstances, it is empowered to make one of the following decisions:

    (a) offer the student a fresh attempt at the assessment;
    (b) offer the student an uncapped reassessment attempt; and/or
    (c) refer the matter to the relevant Programme Board with the recommendation that the circumstances be taken into account by that

Board when determining final classification (where the award is one which is classified as defined in these Regulations).

107. 'Fresh attempt' means, in the case of a first attempt, that the student is offered a new first attempt, and in the case of a reassessment, that the student is offered a new reassessment.

108. Where a student is offered a fresh attempt they will be informed of the mark achieved in the module, notwithstanding the Extenuating Circumstances, and will be permitted to accept or decline the offer within 10 days of being notified of the decision. Where the student declines the offer, the mark for the original attempt will stand and no further action will be taken. All communications under this paragraph must be made in writing.

Reasonable adjustments

109. The University has in place transparent procedures to ensure that no individual student or group of students are disadvantaged by the nature of the assessment task or the marking system used. Reasonable adjustments or alternative assessment arrangements will be made for students on an individual basis provided this does not compromise the validity of the assessment methods. Any alternative assessment method should be capable of assessing the same learning outcomes by alternative means.

110. Applications for reasonable adjustments and/or alternative assessment arrangements must be made and addressed in accordance with the procedures set out in the Code of Practice for Students with Access Needs. The University will work with each student who needs support to develop a Learner Support Agreement (LSA) and to ensure that the Agreement is implemented effectively.

Academic and Professional Misconduct

Good academic practice

111. The University is committed to helping its students develop and practise the skills of good scholarship as well as developing an understanding of what it means and why it is important. This includes understanding how to acknowledge the ideas and work of others in whatever format those ideas are presented and providing that acknowledgement in a form appropriate to the method of assessment and the discipline in which the student is studying.

Academic Misconduct

112. The University defines academic misconduct as any intentional, unintentional or reckless conduct by a student, or students, with the aim of gaining an unfair

advantage or benefit, or causing an unfair disadvantage or loss to another student, or students, in pursuit of an academic qualification at the University. It includes conduct which is an attempt to gain such an advantage or to disadvantage over another student or students, whether successful or not.

113. The University takes very seriously any attempt by a student or students to cheat. Cheating in any form is a serious threat to the integrity of the University's qualifications and is unfair to the vast majority of students who do not cheat.

114. Allegations of academic misconduct will be investigated, and if proven, penalised in accordance with the University's Code on Academic Misconduct penalties could lead to termination of study.

Conduct of Examinations and Examination Offences

115. The University takes any form of misconduct in examinations very seriously, whether the misconduct is designed to benefit an individual student or to cause disadvantage to another/other students. Details of the conduct of examinations are set out in the Code of Practice for the Assessment of Students.

Professional Suitability

116. Students on programmes which lead to qualification to register to practise a profession which is controlled by a PSRB are required throughout their programme to demonstrate 'fitness to practise' relating to their conduct, character and health.

117. Concerns about the fitness to practise of a student will be investigated and determined in accordance with the University's Professional Suitability Policy. This policy includes powers to suspend or terminate a student's programme (subject to the right of appeal on procedural grounds).

Marking and Moderation of Assessments

118. The setting of assessment tasks and the marking of student assessed work in higher education is a matter for the academic staff of the University applying their knowledge and experience and established understandings of academic standards for higher education qualifications and their specific subject. Marking in particular involves the exercise of 'academic' judgement.

119. The University is committed to ensuring that its academic standards, expressed through the setting and marking of assessed work, are comparable with other universities in the UK. The University's system for managing academic standards is designed to ensure that assessment is equitable, valid and reliable.

120. The University only uses 'criterion referenced' marking where each student receives the mark merited by applying the relevant assessment criteria. It does not use 'norm referenced' where, for example, a limit is placed on the number of first-class marks that can be awarded.

121. Student assessed work must be awarded a mark which is a positive integer. The University uses the scale 0-100 for all assessment tasks other than those approved as 'pass/fail'. Internal examiners are expected to use the full range of the marking scale, rewarding excellent work when they see it with very high marks and as well as giving low marks for work that does not meet minimum thresholds.

Anonymous marking

122. All marking of summative assessments must be carried out anonymously unless the nature of assessment makes this impossible. Where anonymity is not practicable for first marking, consideration should be given to whether it is possible to ensure that the second marking is anonymous.

123. Formative assessments need not be marked anonymously.

Moderation of assessment tasks

Internal moderation

124. Summative assessment tasks should be designed to ensure that they enable students to demonstrate the extent to which they can meet the intended learning outcomes for the module, as well as promoting student learning and being inclusive in that they are suitable for students with a range of disabilities or special learning needs where possible. Therefore, the setting of summative assessment tasks in any form are the joint responsibility of all internal examiners, overseen by the Programme Leader. The relevant Dean of Faculty must ensure that all assessment briefs for all modules are moderated through a process of collaborative scrutiny.

125. The purpose of the moderation is to ensure that the assessment tasks are equitable, valid and reliable, comparable with tasks for other modules at the same level, comparable with tasks set in previous years, and that there are no errors (content or typographical) or scope for misunderstandings by students. They are also designed to ensure that all rubrics are clear and complete (for example resources permitted to be used, number of questions or sections required to be answered), and that the duration of the task/deadline for submission is clear.

126. The tasks to be used for reassessment in the same academic session must be set and moderated at the same time as those for first assessment to ensure that a consistent approach is adopted.

External moderation of assessment tasks

127. The External Examiner is required to be consulted on all draft summative assessment tasks, irrespective of their format. The relevant Dean of Faculty is responsible for ensuring that internal moderation is completed before draft assessment tasks are sent to the Faculty Administration Office and the External Examiner.

128. The professional opinion of the External Examiner on the validity of assessment tasks is persuasive but not binding. The relevant Dean of Faculty has final responsibility for determining the assessment task on behalf of the Module Board. Where the Dean of Faculty acts contrary to the advice of the External Examiner, the External Examiner must be informed of the reasons for this, and the Faculty Administration Office must be copied into any correspondence.

Marking

First Marking

129. Internal examiners are appointed from University staff for the summative assessments for each module within the programme. Internal examiners are responsible for fairly evaluating each piece of student work assigned to them, applying the assessment criteria for that assessment and assigning a numerical mark on the University marking scale (0-100), unless the module has been designated 'pass/fail' as set out in the module information.

130. The internal examiner will provide feedback in the form agreed for the work in question.

131. Where there are multiple internal examiners involved in the first marking phase (including those involved in delivery by partner institutions) a process of standardisation takes place, prior to the commencement of marking, to ensure that all those involved are marking to the same standard including that they have interpreted the assessment tasks and applied the assessment criteria consistently.

132. Marks awarded by the internal examiner(s) as first marker(s) are subject to second marking and confirmation by the Module Board.

133. First and second marking must be completed within 20 days so that indicative marks can be provided to students within the 20-day period. Marks will be

confirmed by the Module Board after consideration of internal second marking and external examiner verification have been completed.

Second Marking

134. The University applies a key feature of the UK higher education system in ensuring that summative assessment marking, or a sample thereof, is verified by a combination of first and second marking.

135. The amount and type of second marking required depends on the level and significance of the assessment, the experience of the first marker and the type of assessment concerned.

136. Where the assessment task is in the form of a dissertation or research project involving a member of staff acting as supervisor who is also an internal examiner for the dissertation, all work **must** be second marked either:

    a) In the degree stage of a Foundation Degree (Level 5 project) or the honours stage of a Bachelor's degree (Level 6 'capstone' project) '**Open Second Marking**' is deployed whereby the marks awarded by the first examiner are checked and validated by the second marker, through the second marker scrutinising the work as they would a first marker, applying the assessment criteria.

    b) In the master's stage of Master's Degree '**Independent Second Marking**' is deployed whereby the second marker does not know the marks awarded by the first marker and assesses the work independently.

137. In both cases in paragraph 128 the first and second markers agree a mark for each student's work.

138. All other summative assessment work of modules at all levels must be second marked through sample verification. The second marker checks and validates the first marker's marks awarded against the assessments criteria for a sample of the work for each assessment task.

139. The size of sample to be verified should comprise no less than the assessment component of 6 students or 10% of the whole cohort (whichever is the larger) up to a maximum of 25. The sample must be representative of all classifications bands for the award covered by the module's range of marks. The sample should typically include for each classification band a sample of high and low graded work. For classes of fewer than 6 students all assessment work must be subject to sample verification second marking.

140. The sample must include a selection of assessment pieces across the appropriate classification bands of the programme (at undergraduate level 0-34, 35-39, 40-49, 50-59, 60-69, 70-100; and master's level 0-49, 50-59, 60-69, 70-100).

141. In addition, for an internal examiner who has less than one year's marking experience at the level in question in the relevant subject the required sample size will increase to no less than the work of 10 students or 20% of the whole cohort (whichever is the larger) up to a maximum of 25. For classes of fewer than 10 students all assessment work must be subject to sample verification second marking.

142. Where the assessment is not readily capable of scrutiny after the event (for example performance, including seminars where part or all of the mark depends on the standard of presentation, performance, or the demonstration of practical skills), the assessment must be marked through simultaneous independent second marking or through the independent viewing of a recording of the performance.

143. Where Peer Assessment is used in summative assessment, the Module Leader must ensure that there are clear marking criteria, which are discussed with the students in advance, and that all marks awarded by students are subject to second marking by an internal examiner and to moderation.

144. The relevant Dean of Faculty is responsible for ensuring that appropriate processes are carried out and forms used and that these arrangements are recorded and reported to the Module and Programme Boards so that those Boards can confirm that assessment practices are sufficiently rigorous.

Moderation of Marking

145. Moderation of marking is the process of ensuring that all markers involved in marking assessed work for a module have been consistent in their application of the assessment criteria, including (where applicable) consistent with the marking conducted in previous years so that academic standards (in terms of the marks awarded) are maintained over time as well as across different examiners.

146. It is also a process through which differences of academic judgement between first and second marker or between multiple examiners are resolved. In such cases the first and second markers are expected to discuss their approaches so that their reasoning for the marks awarded is transparent and makes clear, for example, if there are differences of interpretation or understanding of the requirements of the assessment task.

147. The Programme Leader and ultimately the relevant Dean of Faculty are responsible for ensuring that internal moderation takes places for all modules within the programme, through collation of second-marking reports and receiving notification of any unresolved second marking. In cases where second marking is unresolved then, prior to the Module Board, a number of actions should be taken, including:

    a) the sample of second marking to be increased;

    b) a third internal examiner is asked to sample marks and to help first and second markers resolve differences of interpretation or understanding of the requirements of the assessment task;

    c) agreement that the marks of all students should be scaled upwards/downwards if it is agreed that the assessment criteria have been applied too harshly/generously; and /or

    d) agreement that work should be re-marked if there are inconsistencies in the marks award against the assessment criteria.

148. Disagreements between internal examiners should not be referred to the External Examiner for resolution. However, the External Examiner should be informed of cases that needed resolution so that the process of resolution is transparent and provides the context for the external moderation of marking, see paragraph 145.

External Moderation of Marking

149. The External Examiner is required to verify the appropriateness and comparability of standards and the fairness and rigour of the assessment process based on an agreed sample of student work submitted for the purposes of summative assessment. The External Examiner is entitled to see all such student work. Normally the External Examiner would be advised of the sample that was internally moderated, which would include a sample from each classification band across the range marks for each module assessment component. The External Examiner may choose other items of work to sample. The External Examiner should be notified when the work is ready for their consideration by the Faculty Administration Office sufficiently ahead of the relevant Module Board. The Provost and Chief Academic Officer or nominee is responsible for ensuring all work is available at least 5 days in advance of the Module Board.

150. The Programme Leader is responsible for ensuring that internal moderation is completed before student work is made available to the External Examiner.

151. Where an External Examiner, on reviewing the sample of work, considers that the sample reveals evidence of significant over- or under-marking they should recommend to the Module Board the rescaling of the marks or remarking of the assessment as per paragraph 139. The final decision remains that of the Module Board and must be applied to all student work for the assessment task in question and not just those pieces of student output viewed by the External Examiner. An External Examiner may request to see a larger sample if this would help in judging the appropriateness of the marking.

152. External Examiners are invited to comment on the standard of marking against the written criteria but must not seek, or be invited, to raise or lower the marks assigned to individual students.

153. External Examiners must be advised of any case where the internal examiners have significantly disagreed over the marks awarded, for example where it has been necessary to involve a third internal examiner or where the marks for a cohort of students have been scaled up or down, see paragraph 140.

Boards of Examiners

154. The University appoints the following Boards of Examiners to exercise defined powers and responsibilities in relation to the assessment of modules and the progression of students on taught programmes on behalf of Senate:

    (a) the Module Board is responsible for the assessment and reassessment of students undertaking each module taught and assessed during the preceding semester/trimester (or reassessment period), including responsibility for the marks awarded to each student for that module; and
    (b) the Programme Board is responsible for determining the progression of students through each stage of the programme and to the award, and where the award is classified, for determining classification.

155. The final decision on the award of credits and qualifications rests with the Senate, who may delegate responsibility for this to the Programme Board.

Module Boards

156. Each Module Board will sit at the end of each semester/trimester and following the reassessment period.

157. The Module Board will consider and resolve matters for each individual module in turn and separately, without reference to a student's performance in other modules.

158. The Module Board will receive the marks for all components comprising the assessment for the module, and the final mark across the components, weighted as set out in the module information.

159. The following information must also be available to the Module Board:

(a) notification of students/modules in which allegations of academic misconduct are under investigation;
(b) the outcomes of any completed academic misconduct investigations and any penalties imposed;
(c) any decisions of the Extenuating Circumstances Panel;
(d) a report of any assessment work submitted within 24 hours after the submission deadline for levels 4-6 and a note of the penalty applied;
(e) a report of any reassessment work submitted late but without good cause to which a mark of zero must be applied under paragraphs 229, 258, 277, 278, 285, 286, 313, 316, 364, 378, 382 and 411;
(f) the marks awarded for any previous attempt at the module if applicable; and
(g) the attendance and submission record of each student where relevant.

160. The Module Board will defer decisions in relation to any student for whom an investigation for academic misconduct has been commenced but not yet been resolved.

161. The Board will receive a report from the External Examiner confirming that the assessment tasks and marks have been internally and externally moderated and that the grading criteria for the assessment components have been applied correctly.

162. In the event that the External Examiner recommends that the marking criteria have been applied too harshly or too generously, or there has been some other problem with a component of the assessment, the Module Board will consider whether the marks should be scaled upwards or downwards or the assessments remarked, as per paragraph 139. Changes must not be made to individual marks in these circumstances. If marks are scaled, the Module Board must be satisfied that there is evidence that students who receive a pass mark have met the learning outcomes of the module, and that marking reflects the published assessment criteria and marking scheme. The method used for scaling marks must be determined by the Module Board.

Membership

Each Module Board is comprised of the Chair, the relevant Dean of Faculty, and all internal examiners for the module. Meetings will be attended by an officer who will record the minutes of the meeting, for subsequent approval by the Chair. Anonymity

163. Unless agreed in advance by the Chair of the Module Board and the External Examiner, and the reasons recorded, each meeting of a Module Board must be conducted by reference to student ID numbers only so that members of the Module Board cannot identify individual students.

Recording of decisions

164. The finalised mark for each student must be recorded on the Official Candidate List for each student which will be signed by the Chair to indicate that the List is an accurate record of the decisions made by the Module Board.

165. The minutes and Candidate List must record all decisions made in respect of each student – other than the mark awarded – including the reasons for any decision where the exercise of discretion is involved.

The role of the external examiner

166. The External Examiner is a member of the Module Board. The role of the External Examiner at module level is to verify that standards are appropriate for the level and credit value of each module and to provide independent, impartial comment on standards set and student achievement of those standards.

167. The role of External Examiner also includes offering constructive comment, criticism and suggestions for enhancement in the area of assessment practice. External Examiners are expected to provide an independent view, informed both by practice elsewhere and by engagement with the programme team over a period of time. For example, External Examiners may advise on issues such as: the relationships between assessment and learning outcomes; the clarity of assessment criteria and marking schemes; the information given to students about assessment; feedback given to students; factors which the subject team should consider in evaluating or improving assessment; the operation of the Module Board.

168. External Examiners do not themselves mark student assessed work. The role of the External Examiner is to advise the internal examiners and Module Board and not to determine the outcomes of assessment either of individual students or groups of students.

169. External Examiners may meet students, either at the time of the Module Board or at another time during the year. However, such meetings are to familiarise the External Examiner with the programme and with the experience of students, and not to determine the outcome of assessment.

170. Further information on the appointment and role of the External Examiner is set out in the Code of Practice for External Examining.

171. If an External Examiner has serious concerns about the conduct of a Module Board of which the External Examiner is a member and which they believe requires urgent attention (prior to submission of the External Examiner's report) they should, in the first instance, raise the matter with the Provost and Chief Academic Officer.

Final module marks

172. Module marks are weighted according to the weighting for each sub-module component set out in the module information.

173. All module marks are shown up to two decimal points. Rounding is not applied to take marks made from multiple components to a single integer.

Module marks for modules at levels 4-6

174. Subject to paragraph 175, the Module Board will award a numerical mark for each module recorded on the University scale:

40 – 100	Pass
35 – 39	Compensatable Fail (if available)
0 – 34	Fail

175. Students must achieve a minimum mark of 30 in all items of assessment for a module in order to pass the module, irrespective of the overall mark for the module. Where an overall mark of 40+ has been achieved for the module but one or more assessment items has been awarded a mark below 30, the Module Board must award a mark of 34 for the module. The student will then be entitled to be reassessed in the failed component as defined in paragraph 52.

176. A mark of 40 will be awarded for all modules passed following reassessment unless Extenuating Circumstances have been applied.

177. Where a student fails a module at both first and subsequent attempts, the highest of the marks will be recorded and used for the purpose of any stage weighted average in these Regulations.

Module marks for modules at level 7

178. Subject to paragraph 175, the Module Board will award a numerical mark for each module recorded on the University scale:

50 – 100	Pass
0 – 49	Fail.

179. Students must achieve a minimum mark of 50 in all items of assessment for a module in order to pass the module, irrespective of the overall mark for the module. The student will be entitled to be reassessed in the failed component as defined in paragraph 52.

180. A mark of 50 will be awarded for all modules passed following reassessment unless Extenuating Circumstances have been applied.

181. Where a student fails a module at both first and subsequent attempts, the highest of the marks will be recorded and used for the purpose of any stage weighted average in these Regulations.

Pass/Fail modules

182. Where the module information indicates that a module is pass/fail because the assessment involves the demonstration of competency in some form of vocational or professional practice, the Module Board will record a mark of either 'pass' or 'fail' and not return a numerical mark. All placement modules are classified as pass/fail.

Exclusion from reassessment

183. A student who has not satisfied the attendance requirements of a scheduled assessment or the deadlines for submission of assessed coursework (including the submission of formative assessed work) as set out in the programme specification and module information and who has not achieved a pass mark for the module at first attempt, may, at the discretion of the Module Board, be refused permission to be reassessed in that module. Where the Module Board refuses permission the fail mark will stand and the consequences for the student's progression will be determined by the Programme Board in accordance with the progression rules set out in these Regulations.

184. In exercising its discretion, the Module Board should take into account the student's record of attendance, engagement and submission in the specific module(s)/programme as a whole. Concerns about attendance and engagement should have been escalated through the Faculty Administration Office prior to the Module Board taking place.

185. Where the Module Board decides to deny reassessment, it must record its reasons for the decision in the minutes of the meeting and the student must be provided with a copy of those reasons with the notification of results.

186. A student has the right to appeal on procedural grounds against the denial of reassessment by lodging a formal appeal in accordance with paragraphs 193 - – 202.

Programme Boards

187. A Programme Board will sit at the end of each programme stage and following any reassessment period where progression decisions are required. Programme Boards will only sit once the business of all relevant Module Boards for the programme has been concluded.

188. All decisions of the Programme Board are based on applying the progression rules set out in these Regulations to the marks confirmed by the Module Boards.

189. In making a recommendation for an award, the Programme Board must satisfy itself that students completing their programmes have met the intended learning outcomes for the programme.

190. The following information must be available to the Programme Board:

(a) the profile of marks for each student for the current stage, and any previous stage, of the programme as confirmed by the Module Boards, making explicit whether the marks are the result of first or subsequent attempts, and/or (for previous stages) the award of compensation or any modules allowed to be taken as outstanding or repeated;
(b) recommendations to not allow a further assessment attempt;
(c) notification of any decisions to allow a student a fresh reattempt as a result of an application for Extenuating Circumstances;
(d) confirmation that individual Extenuating Circumstances have been taken into account and either accepted or rejected in relation to one or more modules (without the details of the circumstances); and
(e) notification of any cases where the Module Board has been required to defer a decision.

191. Where a student has outstanding progression from a previous stage of the programme (for example due to outstanding fails, Extenuating Circumstances or academic misconduct), the Programme Board must resolve the right to progress from the previous to the current stage before considering progression from the current stage.

Membership

192. Each Programme Board is comprised the Chair (normally the Provost and Chief Academic Officer), the Executive Dean Learning, Teaching and Student Success or nominee, the relevant Dean of Faculty, Programme Leaders, Head of Faculty Operations or Faculty Administration Manager, and normally the Chief University External Examiner. Meetings will be attended by an officer who will record the decisions and minutes of the meeting, for subsequent approval by the Chair.

Anonymity

193. Unless agreed in advance by the Chair of the Programme Board and the Chief External Examiner, and the reasons recorded, each meeting of a Programme Board must be conducted by reference to student ID numbers only so that members of the Board cannot identify individual students.

Calculation of stage weighted averages

194. In calculating the weighted average mark for the programme across the contributing level using the appropriate weighting by:

(a) using the mark recorded to two decimal places; and
(b) the credit value of the corresponding module.

Recording decisions

195. The final result for each student must be recorded on the Official Candidate List for each student which will be signed by the Chair to indicate that the List is an accurate record of the decisions made by the Programme Board.

196. The minutes must record all decisions made in respect of each student – other than the final result – including the reasons for any decision where the exercise of discretion is involved.

The role of the external examiner

197. The University appoints External Examiners at programme level including a Chief External Examiner appointed to the Programme Board. The role of the Chief External Examiner at this level is to verify that the process of deciding assessment outcomes for individual students is rigorous, fairly operated, and in line with these Regulations and associated Codes.

198. If a Chief External Examiner has serious concerns about the conduct of a Programme Board of which the Chief External Examiner is a member and which they believe requires urgent attention (prior to submission of the external examiner's report), they should in the first instance raise the matter with the Executive Dean Learning, Teaching and Student Success.

199. Further information on the appointment and role of the Chief External Examiner is set out in the Code of Practice for External Examining.

Academic Appeals

Scope

200. Students have the right to appeal against decisions made under the authority of these Regulations specifically including those made by Module and Programme Boards of Examiners.

201. The procedures for lodging an appeal are set out in the Code of Practice for Academic Appeals. The Code details the process for investigating and determining the outcome of an appeal.

202. An Academic Appeal may be made by anyone who is registered as a student of the University on a taught programme, and may be made by individual students or, where appropriate, collectively by groups of students represented by a lead appellant (provided each student in the group confirms in writing their participation in the appeal).

203. 'Registered' includes students on placements which form an integral part of their programme of study, and those who have been given permission for a break in their studies.

Limitations on Academic Appeals

204. An Academic Appeal will not be progressed by the University where the student decides to graduate (whether involving attendance at the degree ceremony or having the award conferred *in absentia*) before the matter has been resolved. Graduating constitutes acceptance of the award and all assessment decisions which led to the award, including any final classification.

205. Appeals by applicants to the University relating to the outcome of their application and appeals relating to application for credit transfer or recognition of prior learning must appeal using the procedures set out in the University's Code of Practice for the Admission of Students.

Early resolution

206. Students are encouraged to seek 'early resolution' which gives the student the opportunity to seek clarification of a Module or Programme Board's decision or discuss their concerns with the Faculty Administration Manager following the notification of their results.

207. Any Academic Appeal will be dealt with in accordance with the Code of Practice for Academic Appeals. Verification of any changes to the final classification of an award must be approved by the Chair of the Programme Board.

Grounds for an Academic Appeal

208. An appeal can only be made on the following grounds, where there is evidence that there:

(a) are or were circumstances materially affecting the student's performance, for which supporting evidence exists, which were not known to the Programme Board at the time the decision was taken and for which there was a legitimate reason for the circumstances not to have been brought to the

attention of the Programme Board;

(b) has been a significant procedural irregularity (including administrative error) in the assessment process; and/or

(c) are reasonable grounds to believe that the recommendation or decision was influenced by prejudice or bias or lack of proper assessment on the part of one or more of the internal examiners or other decision-makers.

209. There is no right of appeal:

(a) against academic judgement (i.e., the decision of an examiner on the quality of a piece of work or the criteria applied to mark the work);
(b) against marginal failure to attain a higher classification;
(c) on the basis of retrospective submission of Extenuating Circumstances which could have reasonably been expected to be presented to the Extenuating Circumstances Panel before they made a decision; and/or
(d) where the matter has already been considered and rejected unless additional evidence in support of the appeal is provided and there is a valid reason (supported by evidence) why additional evidence was not submitted originally.

210. The Academic Appeals Panel is not empowered to purport to award any mark, credit or qualification, or order the raising or lowering of a mark or a classification.

Results and Official Transcripts

Notification of assessment results

211. Confirmed marks will be released to students in writing by the Faculty Administration Manager, or deputy, after the Programme Board. Indicative marks will be released to students as part of their assessment feedback.

Award and Conferment

Award

212. A qualification is awarded on the date on which the recommendations of the Programme Board are approved by Senate. The date of award will appear on the Official Transcript.

Conferment

213. A qualification is conferred on each student who has met the University's requirements for the qualification and been awarded the qualification as

defined above at a degree (or equivalent) ceremony designated for the purpose, whether or not the student attends the degree ceremony in person or elects conferment *in absentia*. An official certificate will be sent to the graduate following the ceremony and will bear the date of the relevant ceremony.

214. A student may apply to defer their graduation or move their graduation to a ceremony other than that of the official date of conferment in accordance with the Graduation Extenuating Circumstances Policy. Deferral will be granted provided that a student can demonstrate a legitimate reason based on one or more of the following:

(a) illness notified to the University;
(b) illness or death of a close family member, for example spouse, parent, grandparent, guardian, sibling, son or daughter;
(c) serious personal difficulties (letter by someone who has direct knowledge of the problem, for example a counsellor);
(d) an unexpected event that is out of the control of the student; and/or
(e) Jury Service (evidence of Jury Service to be supplied) if the applicant is unable to defer service to a later date.

Revoking a qualification

215. The University is empowered to revoke any award of a qualification or credit where it is established to the satisfaction of the Senate that:

(a) there was an administrative error in the award made under the procedures required by the University, including an error in calculating results;
(b) the qualification or credit was achieved in whole or in part through any form of academic misconduct which has been investigated and judged proven by an Academic Misconduct Panel or any unfitness to practise which has been investigated and judged proven by a Professional Suitability Panel; and/or
(c) the student obtained entry to a University programme based on qualifications and/or experience which have subsequently been proven to be false or substantially mispresented.

Aegrotat awards

Nature of Aegrotat awards

216. An Aegrotat is an award which is conferred on a student who is unable for compelling reasons (death, serious illness with limited expectation of recovery or other similar sufficient cause) to complete their studies now or in the foreseeable future, and for whom there are sufficient grounds to believe that had they been able to complete their studies they would have done so successfully.

217. Aegrotat awards relate to the programme for which the student was registered and to the stage of the programme the student was undertaking at the time that they became unable to continue their studies. A student unable to complete the Certificate stage of a Bachelor's degree may therefore be awarded the Certificate of Higher Education; on the Diploma stage, awarded the Diploma and so on. Aegrotat awards are not available for students undertaking the Preliminary stage of a Bachelor's degree.

218. All Aegrotat awards are unclassified. Nothing on the Certificate or Official Transcript will indicate that the award is an Aegrotat. The Official Transcript will only indicate those modules which have been fully assessed.

219. The award will be a named award based on the programme in question unless that is considered inappropriate taking into account the requirements of any relevant PSRB. An Aegrotat award does not necessarily entitle the holder to registration with a professional body or be exempt from the requirements of any professional qualification which might otherwise be associated with the programme concerned unless such entitlement is confirmed by the Programme Board after consultation with the relevant PSRB

Application and decision-making process

220. An application for an Aegrotat award must be made by the student or a person authorised to act on behalf of the student and will be considered by the Programme Board for the programme in question. The Programme Board will make a recommendation to Senate.

221. In considering the application the Programme Board, and in turn Senate, must be satisfied that:

    (a) there are compelling reasons, supported by appropriate – usually medical – evidence that the student cannot continue their studies and will not be able to do so in the foreseeable future; and /or
    (b) based on the student's academic record there is strong evidence that had the student been able to complete the programme, or the stage within the programme, they would have met the intended learning outcomes and satisfied the requirements set out in these Regulations for progression to the Award.

222. The Programme Board will take such advice as it deems necessary from the University's professional services and/or a suitably qualified medical practitioner designated by the University.

223. Where the Programme Board is satisfied that the conditions for the award have been satisfied, and prior to making a recommendation to Senate, the Programme Board will invite the student (or authorised representative) to confirm that the student wishes to receive the award. If the student elects instead to waive the Aegrotat and attempt to continue their studies, the student may not normally thereafter apply again for an Aegrotat award.

224. Where the Programme Board is not satisfied that the conditions for the award of the Aegrotat have been satisfied it will recommend the appropriate Exit award, as if the student had withdrawn, in accordance with paragraphs 85 or 86.

Posthumous awards

225. The University may award a qualification posthumously where the requirements for progression to the award set out in these Regulations have been satisfied, and the award has been requested by the deceased student's next of kin.

226. Applications will be considered by the Programme Board for the programme in question with a formal recommendation made by the Board to Senate.

227. Where the deceased student had not completed their programme, the Programme Board will also consider whether an Aegrotat award, based on what the student was likely to achieve, is appropriate. The Programme Board will follow the process set out in paragraphs 212 to 216, and will seek the agreement of the student's next of kin before making a recommendation to Senate.

CHAPTER II: MINOR AWARDS

228. The following chapter applies to programmes approved by the University designed to lead to the award of University Certificates, collectively commonly known as 'Minor Awards' in that they are awarded for up to 60 credits of achievement and provide a means of recognising learning in smaller discrete blocks than the standard awards covered in the rest of the chapters below. They also provide opportunities for progression for example towards the undergraduate higher education qualifications set out in the following chapters.

Qualifications

Qualifications offered as minor awards

229. The University offers the following qualifications up to 60 credits as 'minor awards':

(a) Introductory Certificate
(b) Intermediate Certificate
(c) Advanced Certificate
(d) University Learning Certificate

230. The University also recognises achievement in individual modules, studied outwith a programme leading to a qualification, in the form of an Official Transcript setting out the title of the module and the level and volume of credit achieved.

Module levels

231. A single level is assigned to each module, indicating the academic standard of that module:

Level 4	introductory graduate level
Level 5	intermediate undergraduate level
Level 6	advanced undergraduate level
Level 4 – 6	multi undergraduate level

Programmes and modules

Programme stages

232. Programmes leading to the award of the Introductory, Intermediate, Advanced and University Learning Certificates consist of a single stage of up to 60 credits.

Duration of programmes

233. The stated duration of programmes leading to the award of these Certificates is one semester by full-time study and one year by part-time study.

234. The maximum duration of each programme is one year by full-time study and two years by part-time study

Module registration

235. Students must register for modules for the programme as follows:

(a) Introductory Certificate: 60 credits at level 4
(b) Intermediate Certificate: 60 credits at level 5
(c) Advanced Certificate: 60 credits at level 6.
(d) University Learning Certificate: 60 credits across levels

Progression and award

Progression to the award

236. A student who is awarded a pass in all modules will be awarded the appropriate University Certificate for which the student registered.

Penalties for late submission

237. Penalties for late submission are not applicable to Minor Awards.

Awarding credits

230. A student who has not achieved a pass in all modules after reassessment will be awarded the credits for all passed modules.

CHAPTER III: UNDERGRADUATE CERTIFICATES AND DIPLOMAS

231. The following chapter applies to programmes approved by the University designed to lead to the award of Undergraduate Certificates and Diplomas. Undergraduate Certificates and Diplomas are qualifications designed for students seeking a specific qualification in cases where they cannot or do not wish to register at the outset for a Bachelor's degree. However, they enable progression through to a Bachelor's degree as successful completion of the Certificate enables entry to the Diploma and successful completion of the Diploma enables entry to the Bachelor's degree (Honours stage).

Programmes and modules

Programmes involving more than one subject

232. Programmes comprising two subjects are classified as 'and' programmes. These programmes normally involve a balance of credits in each of the two subjects.

Progression and award

Certificates

Progression to the award

233. A student who is awarded a pass in all modules for the Certificate will be awarded the Certificate of Higher Education in the named subject for which the student registered.

Admission to the Diploma

234. A student who is awarded the Certificate (under this chapter) may be admitted to a programme leading to the award of a Diploma in the same or closely related subject, provided that the University's requirements for entry remain satisfied and subject to the availability of the programme.

Diplomas

Progression

235. A student who is awarded a pass in all modules in the stage progresses to the following stage or to the award of the Diploma.

Admission to the Bachelor's degree

236. A student who is awarded the Diploma may be admitted to a programme leading to the award of a Bachelor's degree in the same or closely related

subject, provided that the University's requirements for entry remain satisfied and subject to the availability of the programme.

Consequences of ineligibility to progress

237. A student who is ineligible to progress to the Diploma stage will be awarded the credits for all passed modules.

238. A student who is ineligible to progress to the award of the Diploma:

(a) who has achieved 120 or more credits will be awarded the Certificate of Higher Education in the named subject for which the student registered; or
(b) who has achieved fewer than 120 credits will be awarded the credits for all passed modules.

CHAPTER IV: FOUNDATION DEGREES

239. The following chapter applies to programmes approved by the University designed to lead to the award of a Foundation Degree. Foundation Degrees are designed as stand-alone awards at level 5 of the Framework for Higher Education Qualifications, and also provide a clear articulation route to a Bachelor's degree. This chapter sets out the regulations governing the Foundation Degree and the Bachelor's degree applicable where a student has progressed from the Foundation Degree.

240. The Awards and Credits Framework para. 2.5 includes the following quote from the QAA Characteristic Statement: Foundation Degree (2020): 'Clear routes that facilitate opportunities for successful progression from foundation degrees towards another qualification are a feature of foundation degrees. Such routes are established when foundation degrees are approved, and identify the link(s) between the foundation degree and other qualification(s)'.

Programmes and modules

Programmes stages

241. For the purposes of progression programmes leading to the award of the Foundation Degree are divided into stages as follows:

The Certificate stage	first 120 credits at level 4
The Foundation Degree stage	second 120 credits at level 5

Duration of programmes

242. The stated duration of programmes leading to the Foundation Degree is two years by full-time study and four years by part-time study.

243. The maximum duration of programmes leading to the Foundation Degree is four years by full-time study and six years by part-time study

Admission to the Foundation Degree

244. To be admitted to the Foundation Degree, applicants must fulfil the entry criteria set out in the programme specification.

Module registration

245. Students must register for modules having a total value of exactly 120 credits in each stage of the programme.

Progression and award

Progression

246. A student who is awarded a pass in all modules in the stage progresses to the following stage or to the award and classification of the degree.

Pass by compensation

247. Excluding any module declared in the programme specification to be non-compensatable, any module awarded a mark of 35-39 following either a first attempt or reassessment, may be awarded a pass by compensation provided that:

(a) the weighted average of all the marks for the stage is 40 or greater;
(b) no mark for the stage is below 35;
(c) a limit of 30 credits for the stage will not be exceeded; and
(d) a limit of 60 credits for the award will not be exceeded.

248. A student who has not been reassessed may waive the right to pass a module by compensation and choose instead to be reassessed. If the reassessment is subsequently failed, then the original pass by compensation will be reinstated. If a student has exhausted the right to be reassessed the compensation mark will be awarded.

249. Where a pass by compensation is awarded the student is awarded the credits for the module with no change being made to the mark awarded.

Consequences of ineligibility to progress

250. A student ineligible to progress from the Certificate to the Degree stage of a Foundation Degree will be failed but awarded the credits for all passed modules.

251. A student ineligible to progress from the Degree stage of a Foundation Degree to the award:

(a) with at least 120 credits will be awarded a Certificate in Higher Education; or
(b) with fewer than 120 credits will be failed but awarded the credits for all passed modules.

Foundation Degree classification

Classification boundaries

252. Foundation Degrees may be awarded with Distinction, Merit or a Pass according to the following scale:

70-100	Distinction
60-69	Merit
40-59	Pass

Classification weightings

253. The class awarded will be determined by the Programme Board subject to the following:

(a) a student's performance in the Certificate stage of a degree programme will not count towards the classification; and / or

(b) a student's performance in achieving credit which is accepted towards the programme in accordance with these Regulations will be disregarded for the purposes of the classification unless that credit was awarded by the University as a result of a module or modules delivered by the University or one of its partners.

254. Programmes leading to the award of Foundation Degree will be determined by the average mark for the 120 credits at level 5 in the Foundation Degree.

255. A student must be awarded the class, defined in 252, which is equal to that indicated by the weighted average of the student's performance as determined in paragraph 254.

Borderline cases and rounding

256. A student who achieves a weighted average of 59.50-59.99 or 69.50 - 69.99 must be awarded the higher classification as defined in paragraph 252.

257. A student who achieves a weighted average, without rounding of 58.00 – 59.49 or 68.00-69.49 must be awarded the higher classification as defined in paragraph 252 where, and only where:

(a) more than 50% of the credits which count towards the weighted average are in the higher class; and

(b) that a minimum mark of 40 has been achieved for all modules which count towards the classification.

Penalties for late submission

258. A student who submits a piece of assessed work for:

(a) first assessment after the published deadline for submission and without good cause under paragraphs 66-69, but within 24 hours of that deadline is entitled to receive the mark for the work minus 10 marks, provided that:

(i) where the examiners consider that the work meets the minimum standards for the award of a pass, the mark awarded will be no lower than 40; and/or

(ii) where the examiners consider that the work does not meet the minimum standards for the award of a pass (between 35 and 39), the mark awarded will be no lower than 35.

(b) first assessment more than 24 hours after the published deadline for submission and without good cause under paragraphs 66 - 69 must receive a mark of zero for the piece of work.

(c) reassessment after the published deadline for submission and without good cause under paragraphs 66 - 69 must receive a mark of zero for the piece of work.

CHAPTER V: BACHELOR'S DEGREES

259. The following chapter applies to programmes approved by the University designed to lead to the award of Bachelor's Degrees.

Programmes

Programmes involving more than one subject

260. Programmes comprising two subjects are classified as 'and' degrees. They normally involve a balance of credits in each of the two subjects.

Programmes including a Foundation Year

261. Where approval is given by Senate for a programme to include a Foundation Year, this will be equivalent to 120 credits at Level 0 and therefore is non-award bearing, but will facilitate progression to the Certificate stage of the named Bachelor's degree.

Progression and award

Progression

262. A student who is awarded a pass in all modules, and who achieves the specified weighted average for the stage progresses to the following stage or to the award and classification of the degree.

Pass by compensation

Preliminary stage

263. Compensation does not apply to the preliminary stage of a bachelor's degree with a foundation year.

Certificate, Diploma and Honours stages

264. Excluding any module declared in the programme specification to be non-compensatable, any module at the Certificate, Diploma or Honours stage awarded a mark of 35-39 following either a first attempt or after reassessment, must be awarded a pass by compensation provided that:

(a) the weighted average of all the marks for the stage is 40 or greater;
(b) no mark for the stage is below 35;
(c) a limit of 30 credits for the stage will not be exceeded; and
(d) a limit of 90 credits for the award will not be exceeded.

265. A student who has not been reassessed may waive the right to pass a module by compensation and choose instead to be reassessed. If the reassessment is subsequently failed, then the original pass by compensation will be reinstated.

266. Where a pass by compensation is awarded the student is awarded the credits for the module with no change being made to the mark awarded.

Consequences of ineligibility to progress to an Honours degree

267. A student ineligible to progress from the Preliminary stage to the Certificate stage of an Honours degree will receive a Record of Achievement detailing the modules passed and failed.

268. A student ineligible to progress from the Certificate to the Diploma stage of an Honours degree will have the relevant credits awarded.

269. A student ineligible to progress from the Diploma to the Honours stage of an Honours degree, as appropriate:

    (a) with fewer than 240 credits but at least 120 credits will be awarded a Certificate of Higher Education, or
    (b) with fewer than 120 credits will be failed, but awarded the credits for all passed modules.

270. A student ineligible to progress from the Post-Diploma to the Honours stage of an Honours degree or from the Honours stage to the classification, as appropriate:

    (a) with at least 300 credits including 60 credits at level 6 will be awarded an Ordinary degree, or
    (b) with fewer than 300 credits but at least 240 credits will be awarded a Diploma of Higher Education.

Honours classifications

Classification boundaries

271. Honours degrees may be awarded with Honours in the first class, second class (division 1), second class (division 2), or third class, according to the following scale:

70 - 100	First class
60 - 69	Upper second class
50 - 59	Lower second class
40 - 49	Third class.

Classification weightings

272. The class awarded will be determined by the Programme Board subject to the following:

(a) a student's performance in the Preliminary stage of a degree programme will not count towards the classification;
(b) a student's performance in the Certificate stage of a degree programme will not count towards the classification;
(c) study undertaken as part of a sandwich year will not count towards the classification; and
(d) a student's performance in achieving credit which is accepted towards the programme in accordance with these Regulations will be disregarded for the purposes of the classification unless that credit was awarded by the University as a result of a module or modules delivered by the University or one of its partners.

273. Programmes leading to the award of the Bachelor's degree will be weighted for classification purposes as follows:

(a) the average mark for the 120 credits at level 5 in the Diploma stage will be weighted 40%; and
(b) the average mark for the 120 credits at level 6 in the Honours stage will be weighted 60%.

274. A student must be awarded the class, as defined in 271, which is equal to that indicated by the weighted average of the student's performances as determined in paragraph 272-273.

Borderline cases and rounding

275. A student who achieves a weighted average of 49.50-49.99, 59.50-59.99 or 69.50-69.99 must be awarded the higher classification as defined in paragraph 271.

276. A student who achieves a weighted average, without rounding, of 48.00-49.49, 58.00-59.49, or 68.00-69.49 must be awarded the higher classification as defined in paragraph 271 where, and only where:

(a) more than 50% of the credits which count towards the weighted average are in the higher class, and
(b) that a minimum mark of 40 has been achieved for all modules which count towards the classification.

Penalties for later submission (Preliminary stage)

277. Penalties for late submission do apply to modules in the preliminary stage of a bachelor's degree with foundation year.

Penalties for late submission (Certificate, Diploma and Honours stages)

278. A student who submits a piece of assessed work for:

(a) first assessment after the published deadline for submission and without good cause under paragraphs 66-69, but within 24 hours of that deadline is entitled to receive the mark for the work minus 10 marks, provided that:

(i) where the examiners consider that the work meets the minimum standards for the award of a pass, the mark awarded will be no lower than the pass mark for the module; and

(ii) where the examiners consider that the work does not meet the minimum standards for the award of a pass (between 35 and 39), the mark awarded will be no lower than 35 at the Certificate, Diploma and Honours stage.

(b) first assessment more than 24 hours after the published deadline for submission and without good cause under paragraphs 66–69, must receive a mark of zero for the piece of work.

(c) reassessment after the published deadline for submission and without good cause under paragraphs 66-69, must receive a mark of zero for the piece of work.

CHAPTER VI: INTEGRATED MASTER'S

279. The following chapter applies to programmes approved by the University designed to lead to the award of Integrated Master's Degrees.

Programmes

Programme stages

280. For the purposes of progression, the programmes leading to the Integrated Master's degree are divided into stages as follows:

The Certificate stage	first 120 credits at level 4
The Diploma stage	second 120 credits at level 5
The Honours stage	third 120 credits at level 6
The Master's stage	final 120 credits at level 7

Duration of programmes

281. The stated duration of programmes leading to the Integrated Master's degree is four years by full-time study and eight years by part-time study.

282. The maximum duration of programmes leading to the Integrated Master's degree is eight years by full-time study and 10 years by part-time study.

Structure of programmes

Admission to a Programme leading to an Integrated Master's degree

283. A student meeting the requirements in paragraph 25 may be admitted directly to the programme for the Integrated Master's or be admitted to a corresponding three-year programme leading to the award of the Bachelor's degree and subsequently transfer to the Integrated Master's degree. Where such a transfer is proposed and the student has undertaken the Diploma stage of the Bachelor's degree, transfer is subject to the student having satisfied the conditions set out in paragraph 291.

Progression and award

Progression

284. A student who is awarded a pass in all modules, and who achieves the specified weighted average for the stage progresses to the following stage or to the award and classification of the degree.

Penalties for late submission (Certificate, Diploma and Honours stages)

285. A student who submits a piece of assessed work for:

(a) first assessment after the published deadline for submission and without good cause under paragraphs 66-69, but within 24 hours of that deadline is entitled to receive the mark for the work minus 10 marks, provided that:

(iii) where the examiners consider that the work meets the minimum standards for the award of a pass, the mark awarded will be no lower than the pass mark for the module; and

(iv) where the examiners consider that the work does not meet the minimum standards for the award of a pass (between 35 and 39), the mark awarded will be no lower than 35 at the Certificate, Diploma and Honours stage.

(b) first assessment more than 24 hours after the published deadline for submission and without good cause under paragraphs 66-69 must receive a mark of zero for the piece of work.

(c) reassessment after the published deadline for submission and without good cause under paragraphs 66-69 must receive a mark of zero for the piece of work.

Penalties for late submission (Masters stage)

286. The 24-hour period for late submission does not apply to the master's stage of an Integrated Master's Degree. Work submitted after the deadline without an extension and for which Extenuating Circumstances have not been applied, will be scored zero.

Pass by compensation

Certificate, Diploma and Honours stages

287. Excluding any module declared in the programme specification to be non-compensatable, any module at the Certificate, Diploma or Honours stage awarded a mark of 35-39 following either a first attempt or after reassessment, must be awarded a pass by compensation provided that:

(d) the weighted average of all the marks for the stage is 40 or greater;
(e) no mark for the stage is below 35;
(f) a limit of 30 credits for the stage will not be exceeded; and
(g) a limit of 90 credits for the award will not be exceeded.

288. A student who has not been reassessed may waive the right to pass a module by compensation and choose instead to be reassessed. If the reassessment is subsequently failed then the original pass by compensation will be reinstated.

289. Where a pass by compensation is awarded the student is awarded the credits for the module with no change being made to the mark awarded.

Master's stage

290. Compensation does not apply to the master's stage of an integrated master's.

Criteria for progression

Progression from the Diploma stage

291. A student for an integrated Master's degree meeting the requirements for progression at the end of the Diploma stage will be permitted to progress to either:

(a) the Honours stage of the named 360 credit Bachelor's degree; or
(b) the Honours stage of the integrated Master's degree provided that a weighted average of 50+ has been achieved in the Diploma stage.

Progression from the Honours stage

292. A student for an integrated Master's degree meeting the requirements for progression at the end of the Honours stage will be permitted to progress to either:

(a) the award of the named 360 credit Bachelor's degree; or
(b) the Master's stage of the integrated Master's degree provided that a weighted average of 50+ has been achieved in the Honours stage.

Consequences of ineligibility to progress to an Integrated Master's degree

293. A student ineligible to progress from the Certificate to the Diploma stage of an Integrated Master's degree:

(a) with at least 75 credits will be transferred to the associated Bachelor's degree, or
(b) with fewer than 75 credits will be failed, but awarded the credits for all passed modules.

294. A student ineligible to progress from the Diploma to the Honours stage of an Integrated Master's degree:

(a) with 240 credits will be allowed to progress to the Honours stage of an associated Bachelor's degree for which the necessary credits have been accumulated; or
(b) with fewer than 240 credits but at least 120 credits will be awarded a Certificate of Higher Education.

(c) with fewer than 120 credits will be failed, but awarded the credits for all passed modules.

295. A student ineligible to progress from the Honours stage to the Master's stage of an Integrated Master's degree:

(a) with 360 credits will be allowed to progress to the award (and classification) of an associated Bachelor's degree for which the necessary credits have been accumulated; or
(b) with 300 credits (with at least 60 credits at Level 6) will be awarded an Ordinary Degree; or
(c) with fewer than 300 credits but at least 240 will be awarded a Diploma of Higher Education.

296. A student ineligible to progress from the Certificate to the Diploma stage of an Integrated Master's degree will have the relevant credits awarded.

Integrated Master's classification

Classification boundaries

297. Integrated Master's degrees may be awarded with Honours in the first class, second class (division 1), or second class (division 2), according to the following scale:

70 - 100	First class
60 - 69	Upper second class
50 – 59	Lower second class
0 – 49	Fail (Exit Award)

Classification weightings

298. The class awarded will be determined by the Programme Board subject to the following:

(a) a student's performance in the Certificate stage of a degree programme will not count towards the classification; and
(b) a student's performance in achieving credit which is accepted towards the programme in accordance with these Regulations will be disregarded for the purposes of the classification unless that credit was awarded by the University as a result of a module or modules delivered by the University or one of its partners.

299. Programmes leading to the award of the integrated Master's degree will be weighted for classification purposes as follows:

(a) the average mark for the 120 credits at level 5 in the Diploma stage will be weighted 20%
(b) the average mark for the 120 credits at level 6 in the Honours stage will be weighted 30%
(c) the average mark for the 120 credits at level 7 in the Master's stage will be weighted 50%.

300. A student must be awarded the class, as defined in 297, which is equal to that indicated by the weighted average of the student's performances as determined in paragraphs 298-299.

Borderline cases and rounding

301. A student who achieves a weighted average of 49.50-49.99, 59.50-59.99 or 69.50-69.99 must be awarded the higher classification as defined in paragraph 297.

302. A student who achieves a weighted average, without rounding, of 48.00-49.49, 58.00-59.49, or 68.00-69.49 must be awarded the higher classification as defined in paragraph 297 where, and only where:

(a) more than 50% of the credits which count towards the weighted average are in the higher class;
(b) the average of all credits awarded at level is in the higher degree class; and
(c) that a minimum mark of 40 has been achieved for all modules which count towards the classification in the Diploma and Honours stages and a minimum mark of 50 for modules at the Master's stage.

Consequence of ineligibility to progress to the award

303. A student who is ineligible to progress to the award:

(a) with at least 360 credits, will be awarded the associated bachelor's with honours degree; and
(b) will be awarded credit for any level 7 modules passed.

CHAPTER VII: GRADUATE CERTIFICATES AND DIPLOMAS

304. The following chapter applies to programmes approved by the University designed to lead to the award of Graduate Certificates and Graduate Diplomas. Graduate Certificates and Diplomas are qualifications designed for students who have achieved a Bachelor's degree and are seeking further qualification, in an unrelated subject, at the Honours level. They are distinguished from Postgraduate Certificates and Diplomas in that their learning outcomes are at Level 6.

Programmes

Programme stages

305. Programmes leading to the award of a Graduate Certificate consist of a single stage of 60 credits at level 6.

306. Programmes leading to the award of a Graduate Diploma consist of a single stage of 120 credits at level 6.

Duration of programmes

307. The stated duration of programmes leading to the Graduate Certificate is one semester by full-time study and one year by part-time study.

308. The stated duration of programmes leading to the Graduate Diploma is two semesters by full-time study and two years by part-time study.

309. The maximum duration of each programme is two years by full-time study and four years by flexible or part-time study.

Admission to a Programme

310. To be admitted to a programme leading to the award of a Graduate Certificate or Graduate Diploma a student must:

(a) either have been awarded professional qualification(s) and/or gained relevant professional experience as approved by the University; or
(b) been awarded an undergraduate degree normally in the first or second class in an unrelated subject of this University, or of another degree-awarding body; and
(c) satisfied the University's requirements for admission to the University; and
(d) such entry requirements as are specified for the particular programme.

Progression and award

Graduate Certificates

Progression to the award

311. A student who is awarded a pass in all modules for the Certificate will be awarded the Graduate Certificate in the named subject for which the student registered.

Admission to the Graduate Diploma

312. A student who is awarded the Graduate Certificate under this chapter may be admitted to a programme leading to the award of a Graduate Diploma in the same or closely related subject, provided that the University's requirements for entry remain satisfied and subject to the availability of the programme.

Penalties for late submission

313. A student who submits a piece of assessed work for:

(a) first assessment after the published deadline for submission and without good cause under paragraphs 66-69 but within 24 hours of that deadline is entitled to receive the mark for the work not exceeding the pass mark for the module.
(b) first assessment more than 24 hours after the published deadline for submission and without good cause under paragraphs 66-69 must receive a mark of zero for the piece of work.
(c) reassessment after the published deadline for submission and without good cause under paragraphs 66-69 must receive a mark of zero for the piece of work.

Awarding credits

314. A student who has not achieved a pass in all modules after reassessment is awarded the credits for all passed modules.

Graduate Diplomas

Progression to the award

315. A student who is awarded a pass in all modules for the Diploma will be awarded the Graduate Diploma in the named subject for which the student registered.

Penalties for late submission

316. A student who submits a piece of assessed work for:

(a) first assessment after the published deadline for submission and without good cause under paragraph 66-69, but within 24 hours of that deadline is

entitled to receive the mark for the work not exceeding the pass mark for the module.

(b) first assessment more than 24 hours after the published deadline for submission and without good cause under paragraphs 66-69 must receive a mark of zero for the piece of work.

(c) reassessment after the published deadline for submission and without good cause under paragraphs 66-69 must receive a mark of zero for the piece of work.

Reassessment

317. A student who fails 60 or more credits in the stage due to non-submission (as defined in paragraph 72) will not be permitted to undertake reassessment in any of those failed modules and is ineligible to progress.

Pass by compensation

318. Excluding any module declared in the programme specification to be non-compensatable, any module awarded a mark of 35-39 following either a first attempt or reassessment, must be awarded a pass by compensation provided that:

(a) the weighted average of all the marks for the stage is 40 or greater;
(b) no mark for the programme is below 35; and
(c) the compensation limit of 30 credits will not be exceeded.

319. A student who has not been reassessed may waive the right to pass a module by compensation and choose instead to be reassessed. If the reassessment is subsequently failed then the original pass by compensation must be reinstated.

320. Where a pass by compensation is awarded, the student is awarded the credits for the module.

Consequences of ineligibility to progress to the award

321. A student who is ineligible to progress to the award:

(a) with at least 60 credits, will be awarded the Graduate Certificate
(b) will be awarded the credits for all passed modules.

CHAPTER VIII: QUALIFICATIONS LEADING TO A PROFESSIONAL FINAL AWARD OR PSRB ACCREDITATION

322. The following chapter applies to programmes approved by the University designed to lead to a professional final award or PSRB accreditation through a pass/fail professional practice pass/fail module or component.

Programmes leading to a professional final award or PSRB accreditation

323. The following section applies to recommendations for a professional final award or PSRB accreditation attached to the University's awards.

Programme structure

Placements

324. In addition to modules as specified in paragraph 19, students must undertake an assessed professional practice element, typically a placement, as specified in the programme specification

Admission to a Programme leading to a professional final award or PSRB accreditation

325. To be admitted to a programme leading to a professional final award or PSRB accreditation a student must have:

(a) satisfied the University's requirements for admission to the University; and
(b) such entry requirements as are specified for the particular programme including any requirements of the professional practice award or PSRB.

Professional misconduct and professional unsuitability

326. The University defines 'Professional misconduct' as conduct which breaches or falls short of acceptable professional conduct as defined by the relevant PSRB. The University's Professional Suitability Policy defines 'Professional unsuitability' as behaviour which may call into question the student's professional suitability and/or bring the reputation of the profession or the University into disrepute.

327. Allegations of professional misconduct or unsuitability will be investigated in accordance with the Professional Suitability Policy and may result in a student being denied a professional final award or recommendation for accreditation.

Fitness to practice

328. A student about whom there are concerns regarding their fitness to practice may be required to suspend their studies in accordance with the Code of Practice for Intercalation, the Code of Practice for Support to Study, and the Professional Suitability Policy.

Progression and award

329. A student who is awarded a pass in all modules for their degree and relevant PSRB requirements will be awarded the named award for which the student registered in accordance with the specific award Regulations.

330. A student awarded a degree in accordance with these Regulations without relevant PSRB requirements will be awarded an exit award in accordance with the programme.

Performance

331. Performance against the relevant professional standards is recorded as pass/fail component or module of the programme. Meeting all of the requirements for the professional final award or PSRB accreditation is the minimum requirement for a 'pass' and subsequent recommendation for the professional final award/PSRB accreditation. Students who fail the assessment against the requirements for the professional final award or PSRB accreditation will have one right of reassessment.

Award of final degree using pass/fail professional criteria

332. To be recommended for an award with a professional final award or PSRB accreditation a student must have:

(c) satisfied the requirements of the programme of study including attendance and the regulations for progression to award;
(d) been awarded the required minimum of credits for the appropriate award qualification as defined on pages 8 - 10; and
(e) and met all the requirements of the professional final award or PSRB accreditation for the time being in force.

333. A student who does not meet the requirements of the professional final award or PSRB accreditation but have met the academic requirements of the award may be awarded a corresponding award, if validated, without professional final award or PSRB accreditation.

CHAPTER IX: UNDERGRADUATE QUALIFICATIONS LEADING TO THE AWARD OF QUALIFIED TEACHER STATUS

334. The following chapter applies to programmes approved by the University designed to lead to the award of Qualified Teacher Status (QTS)

Undergraduate programmes leading to the award of QTS

335. The following section applies to recommendations for Qualified Teacher Status attached to the University's undergraduate awards.

Programme structure

Placements

336. In addition to modules as specified in paragraph 19, students must undertake Placements as specified in the programme specification.

Admission to an Undergraduate Programme leading to the award of QTS

337. To be admitted to an undergraduate programme leading to the award of QTS a student must have:

(a) satisfied the University's requirements for admission to the University; and
(b) such entry requirements as are specified for the particular programme including the requirements for DBS check and the Fitness to Teach Policy.

Professional misconduct and professional unsuitability

338. The University defines 'Professional misconduct' as conduct which breaches or falls short of acceptable professional conduct as defined by the Teachers' Standards (Part Two). It defines 'Professional unsuitability' as behaviour which may call into question the student's professional suitability and/or bring the reputation of the profession or the University into disrepute.

339. Allegations of professional misconduct or unsuitability will be investigated in accordance with the Professional Suitability Policy and may result in a student being denied a recommendation of QTS.

Fitness to teach

340. A student about whom there are concerns regarding their fitness to teach may be required to suspend their studies in accordance with the Code of Practice for

Intercalation, the Code of Practice for Support to Study, the Fitness to Teach Policy and the Professional Suitability Policy.

Progression and award

341. A student who is awarded a pass in all modules for an undergraduate degree will be awarded the named award for which the student registered in accordance with chapters iv and v of these Regulations.

342. A student awarded an undergraduate degree in accordance with chapters iv and v of these Regulations may exit without QTS.

Performance

343. Performance against the Teachers' Standards is recorded as pass/fail at the end of the programme. Meeting all of the Teachers' Standards at the end-point assessment is the minimum requirement for a 'pass' and subsequent recommendation for QTS. Students who fail the end-point assessment against the Teachers' Standards will have one right of reassessment.

Award of QTS

344. To be recommended for the BA (Hons) Primary Education with Qualified Teacher Status/ BA (Hons) Primary Teaching Studies with Qualified Teacher Status a student must have:

(a) satisfied the requirements of the programme of study including attendance and the regulations for progression to award;
(b) been awarded a minimum of 360 credits at an appropriate level or levels; and
(c) and met all the requirements of the Department for Education Teachers' Standards for the time being in force.

345. A student who does not meet the requirements of the Department for Education Teachers' Standards for recommendation for Qualified Teacher Status but have met the academic requirements of the undergraduate award may be awarded the corresponding Bachelor of Honours degree without Qualified Teacher Status.

CHAPTER X: POSTGRADUATE CERTIFICATE IN EDUCATION AND PROFESSIONAL GRADUATE CERTIFICATE IN EDUCATION (PGCES AND PGCES)

346. The following section applies to programmes approved by the University designed to lead to the award of the Postgraduate Certificate in Education (PGCE) and the Professional Graduate Certificate in Education (pGCE).

Programmes

Programme stages

347. Programmes leading to the award of a Postgraduate Certificate in Education consist of a single stage of 60 credits at level 7.

348. Programmes leading to the award of a Professional Graduate Certificate in Education consist of a single stage of 60 credits, either:

(a) 60 credits at level 6; or
(b) 30 credits at level 6 and 30 credits at level 7.

Duration of programmes

349. The stated duration of programmes leading to the PGCE and Professional Graduate Certificate in Education is one academic year by full-time study and up to two academic years by part-time study.

350. The maximum duration of each programme is two academic years by full-time study and four academic years by part-time study.

Programme structure

Credit Structure

351. Modules comprise a maximum of 30 credits.

Module Marks

352. The pass mark for modules is:

(a) 40 for credit bearing modules at level 6
(b) 50 for credit bearing modules at level 7.

Placements

353. In addition to modules as specified above, students must undertake placements as specified in the programme specification.

Programme and Module registration

354. Students admitted to the PGCE must register for modules having a total value of exactly 60 credits at level 7.

355. Students admitted to the Professional Graduate Certificate in Education must register for modules having a total value of exactly 60 credits, either:

(a) 60 credits at level 6; or
(b) 30 credits at level 6 and 30 credits at level 7.

356. A student may transfer from the Postgraduate Certificate in Education to the Professional Graduate Certificate in Education within the first three weeks of their programme.

Admission to a Programme

357. To be admitted to a programme leading to the award of a PGCE a student must:

(a) satisfied the University's requirements for admission to the University; and
(b) such entry requirements as are specified for the particular programme including the requirements for DBS check and the Fitness to Teach Policy.

Professional misconduct and professional unsuitability

358. The University defines 'Professional misconduct' as conduct which breaches or falls short of acceptable professional conduct as defined by the Teachers' Standards (Part Two). It defines 'Professional unsuitability' as behaviour which may call into question the student's professional suitability and/or bring the reputation of the profession or the University into disrepute.

359. Allegations of professional misconduct or unsuitability will be investigated in accordance with the Professional Suitability Policy and may result in a student being denied a recommendation of QTS.

Fitness to teach

360. A student about whom there are concerns regarding their fitness to teach may be required to suspend their studies in accordance with the Code of Practice for Intercalation, the Code of Practice for Support to Study, the Fitness to Teach Policy and the Professional Suitability Policy.

Progression and award

Progression to the award

361. A student who is awarded a pass in the modules for the Postgraduate Certificate in Education will be awarded the PGCE in the named subject or age phase for which the student registered.

362. A student who is awarded a pass in all modules for the Professional Graduate Certificate in Education will be awarded the Professional Graduate Certificate in Education in the named subject or age phase for which the student registered.

363. A student awarded the Postgraduate Certificate in Education or Professional Graduate Certificate in Education in accordance with paragraphs 361 or 362 may exit without QTS or be recommended for the additional award of QTS as set out in paragraphs 366-382.

Penalties for late submission

364. The 24-hour period for late submission does not apply to the Postgraduate Certificate in Education or Professional Graduate Certificate in Education. Work submitted after the deadline without an extension and for which Extenuating Circumstances have not been applied, will be scored zero.

Awarding credits

365. A student who has not achieved a pass in all modules after reassessment is awarded the credits for all passed modules.

Award of QTS

366. Performance against the Teachers' Standards is recorded as pass/fail at the end of the programme. Meeting all of the Teachers' Standards at the end-point assessment is the minimum requirement for a 'pass' and subsequent recommendation for QTS. Students who fail the end-point assessment against the Teachers' Standards will have one right of reassessment.

367. To be recommended for the Postgraduate Certificate in Education/Professional Graduate Certificate in Education with Qualified Teacher Status a student must have been awarded the Postgraduate Certificate in Education /Professional Graduate Certificate in Education in accordance with paragraph 361 or 362 as applicable and met all the requirements of the Department for Education Teachers' Standards for the time being in force, paragraph 366.

368. A student who has met all the requirements of the Department for Education Teachers' Standards for the time being in force, paragraph 366, but has not been

awarded the Postgraduate Certificate in Education /Professional Graduate Certificate in Education in accordance with paragraph 361 or 362 as applicable will be recommended for Qualified Teacher Status without the appropriate Certificate.

CHAPTER XI: POSTGRADUATE CERTIFICATES AND DIPLOMAS

369. The following chapter applies to programmes approved by the University designed to lead to the award of Postgraduate Certificates and Diplomas. Postgraduate Certificates and Diplomas are qualifications designed for students who have achieved a Bachelor's degree (or who have equivalent relevant professional experience) and are seeking a further qualification in the same or directly related subject and which therefore provides a progression from their first degree. Postgraduate Certificates and Diplomas can offer a progression route to a Master's degree in cases where a student cannot or does not wish to register for the Master's from the outset. They are distinguished from Graduate Certificates and Diplomas in that their learning outcomes are at Level 7.

Programmes

Programme stages

370. Programmes leading to the award of a Postgraduate Certificate consist of a single stage of 60 credits with at least 45 credits at level 7.

371. Programmes leading to the award of a Postgraduate Diploma consist of a single stage of 120 credits with at least 90 credits at level 7.

Duration of programmes

372. The stated duration of programmes leading to the Postgraduate Certificate is one trimester by full-time study and two or more consecutive trimesters up to one year by part-time study.

373. The stated duration of programmes leading to the Postgraduate Diploma is two consecutive trimesters by full-time study and four trimesters up to two years by part-time study (where the trimesters may or may not be undertaken consecutively).

374. The maximum duration of each programme is 24 months by full-time study and 48 months years by part-time study.

Structure of programmes

375. Each programme leading to a Postgraduate Certificate or Diploma is comprised modules of 15 to 30 credits.

Admission to a Programme

376. To be admitted to a programme leading to the award of a Postgraduate Certificate or Diploma a student must:

(a) either have been awarded professional qualification(s) and/or gained relevant professional experience as approved by the University; or
(b) been awarded an undergraduate degree normally in the first or second class in an appropriate subject of this University, or of another degree-awarding body; and
(c) satisfied the University's requirements for admission to the University; and
(d) such entry requirements as are specified within the particular programme specification.

Progression and award

Postgraduate Certificates

Progression to the award

377. A student who is awarded a pass in all modules for the Certificate will be awarded the Postgraduate Certificate in the named subject for which the student registered.

Penalties for late submission

378. The allowance of 24 hours with a penalty for late submission does not apply to any assessment submitted as part of a postgraduate certificate programme. Work submitted after the deadline without an extension and for which Extenuating Circumstances have not been applied, will be scored zero.

Awarding credits

379. A student who has not achieved a pass in all modules after reassessment is awarded the credits for all passed modules.

Postgraduate Diplomas

Progression to the award

380. A student who is awarded a pass in all modules for the Diploma will be awarded the Postgraduate Diploma in the named subject for which the student registered.

Admission to the Master's degree

381. A student who is awarded the Diploma under this chapter may be admitted to a programme leading to the award of a Master's degree in the same or closely related subject, provided that the University's requirements for entry remain satisfied and subject to the availability of the programme.

Penalties for late submission

382. The allowance of 24 hours with a penalty for late submission does not apply to any assessment submitted as part of a postgraduate diploma programme. Work submitted after the deadline without an extension and for which Extenuating Circumstances have not been applied, will be scored zero.

Ineligibility to progress to the award

383. A student who is ineligible to progress to the award:

(a) with at least 60 credits, will be awarded the Postgraduate Certificate; or
(b) with less than 60 credits will be awarded the credits for all passed modules.

CHAPTER XII: MASTER'S DEGREES

384. The following chapter applies to programmes approved by the University designed to lead to the award of Master's degrees.

Programmes

Programme stages

385. For the purpose of continuation or progression each programme is divided into stages as follows:

The Diploma stage	first 120 credits at levels 6 and 7
The Master's stage	final 60 credits at level 7.

Duration of programmes

386. The stated duration of programmes leading to the Master's degree is 12 months by full-time study and 24 or 36 months by part-time study (dependent on the validated length of the programme).

387. The maximum duration of programmes leading to the Master's Degree is 24 months by full-time study and 48 or 60 months by part-time study (dependent on the validated length of the programme).

Structure of Master's degree programmes

Diploma stage

388. A student must register for modules for the Diploma stage having a total value of exactly 120 credits comprising either:

(a) 120 credits at level 7; or
(b) 90 credits at level 7 and 30 credits at level 6.

Master's stage

389. Programmes leading to the award of the Master's degree must include a 60-credit dissertation at the Master's stage. 'Dissertation' in these Regulations includes any equivalent 60 credit level 7 assessment activities which are appropriate for the subject in question or identified combination of modules, as specified in the programme specification, that would exhibit the holistic application of knowledge and inquiry skills.

Admission to a Programme leading to a Master's degree

390. To be admitted to a programme leading to the award of a Master's degree a student must:

(a) either have been awarded professional qualification(s) and/or gained relevant professional experience as approved by the University, or
(b) been awarded an undergraduate degree normally in the first or second class in an appropriate subject of this University, or of another degree-awarding body, and
(c) the University's requirements for admission to the University and
(d) such entry requirements as are specified for the particular programme.

Progression and award

Progression to the Master's stage

Progression

391. A student who is awarded a pass in all modules in the Diploma stage progresses to the Master's stage.

Continuation - extenuating circumstances

392. A student who has not completed the assessments (whether first attempts or following reassessment) for all the modules of the Diploma stage as a result of extenuating circumstances, may, at the discretion of the Programme Board, be permitted to continue to the Master's stage of the programme, and thereafter be considered for progression from the former stage once those assessments have been completed.

393. In exercising its discretion, the Programme Board will have regard to the likely ability of the student to successfully undertake both the outstanding assessments and the work required for the dissertation.

394. A student who is not permitted to continue as defined in paragraph 392 is required to complete the outstanding assessments prior to progressing onto the Master's stage.

Exclusion from the Master's stage pending reassessment

395. A student who has failed up to 30 credits at the Diploma stage at first attempt may be permitted to commence the Master's stage pending reassessment of the failed modules, at the discretion of the Programme Board. In deciding whether to allow such 'commencement' the Board **must** take into account the reasons for the failure, and the likelihood of the student being able to successfully

undertake the Master's stage at the same time as undertaking the reassessments. Pending approval to commence by the Programme Board does not preclude the student from planning exploratory literature-based research in preparation for the Master's stage dissertation.

396. A student not permitted to commence the Master's stage, or who fails more than 30 credits, will not be permitted to receive supervision or undertake applied research or scheduled studies for the Master's stage dissertation but will be entitled to such access to university facilities as appropriate to facilitate undertaking the reassessments. On completion of the reassessments the student will be reconsidered for progression to the Master's stage.

Progression with a fail outstanding (referral)

397. A student who has failed up to 30 credits at the Diploma stage following reassessment may, at the discretion of the Programme Board, be permitted to repeat the module at the same time as undertaking the Master's stage. Repeating the module means that the student must comply with the full attendance and assessment requirements of the module.

398. In exercising its discretion, the Programme Board **must** have regard to the capability of the student to undertake the workload required by undertaking the repeat module at the same time as undertaking the Master's stage, as well as the student's potential to succeed.

399. The Programme Board may allow the student to undertake another module by substitution provided it comes from within the permitted modules for the programme and is of the same credit value and level. Permission may be granted by the Programme Board where this would resolve difficulties arising from timetable limitations, fundamental changes to the original module or related circumstances.

400. The mark achieved for the repeat module is substituted for the original failed mark after which the student must be reconsidered for progression from the Diploma stage under paragraph 391 onwards.

401. A student who fails the repeated module after reassessment is deemed to have failed the Master's degree. Eligibility for an award will be determined in accordance with paragraph 402.

Ineligibility to progress to the Master's stage

402. A student who is not eligible to progress to the Master's stage under the above paragraphs will be failed but awarded:

(a) with at least 60 credits passed, the Postgraduate Certificate in the named subject; or
(b) with fewer than 60 credits passed, the credits for all passed modules.

The Master's stage

Submission deadlines

403. The deadline for the submission of the Master's dissertation or equivalent assessment is set out in the assignment brief for the dissertation module and published on the Virtual Learning Environment prior to the start of the Master's degree.

Format for submission

404. The final version of the dissertation shall normally be submitted electronically and be presented in accordance with the format published by the University prior to the start of the Master's degree. Dissertations become the property of the University.

Originality

405. A student must not submit as a dissertation the work for which a qualification of this University or any other institution has been conferred, but will not be precluded from incorporating such work in a submission which covers a wider, or substantially different field from that of earlier work, provided that the same is indicated clearly in the current submission.

Extensions

406. A student who is unable to submit the dissertation by the published submission date may apply to the Faculty Administration Office/Programme Leader using the approved application form, for an extension, provided the application is submitted before the published submission date and provided the application includes the following supporting information:

(a) a credible explanation of why the student cannot submit by the submission date; and
(b) corroborating evidence.

407. The maximum duration granted for an extension using this procedure is 10 days.

Re-submission

408. Subject to paragraphs 89 to 100, a student who fails the dissertation following a first submission will be permitted to resubmit the dissertation within a trimester of the date of being officially notified of the result.

409. A student who is unable to re-submit the dissertation within the prescribed trimester may apply for a final extension using the approved application form, to the Faculty Administration Manager provided the application is submitted at least 24 hours before the submission deadline, and provided the application

includes the information set out in paragraph 406.

Exceptional Circumstances – Enhanced Extension

410. A student may apply for exceptional circumstances in respect of a dissertation (under paragraphs 66 onwards) to obtain an enhanced extension. If submitted up to 24 hours in advance of the submission date, the Exceptional Circumstance Panel (after consultation with the Programme Lead) may award an extension of up to 6 months for submission Unless the assessment is considered a practical e.g. presentation or performance.

Penalties for late submission

411. The allowance of 24 hours with a penalty for late submission does not apply to any assessment submitted as part of a master's degree programme. Work submitted after the deadline without an extension and for which Extenuating Circumstances have not been applied, will be scored zero.

Progression to the Award

Award of the Master's degree

412. A student who has achieved 120 credits at the Diploma stage and who has passed the Master's dissertation progresses to the award and classification of the degree.

Classification

413. The classification of a Master's degree will be based on the 180 credits for the award, excluding a maximum of 120 credits at the Diploma stage, where these were awarded by another degree-awarding body and transferred into the programme.

Distinction

414. A student will be awarded the Master's degree with distinction provided that the student has achieved:

(a) a weighted average of 69.50 or greater at the Diploma and Master's stages;
(b) a minimum mark of 50 in all modules in the Diploma stage at level 7 or 40 at level 6; and
(c) a mark of no less than 70 in the Master's stage.

415. A student who achieves a weighted average, without rounding, of 68.00-69.49 is entitled to the award of distinction where, and only where:

(a) 60 or more credits from the Diploma stage were awarded marks of 70 or more;
(b) a minimum mark of 50 was awarded for all modules in the Diploma stage at level 7 or 40 at level 6; and
(c) a mark of 70 or more was awarded in the Master stage.

Merit

416. A student will be awarded the Master's degree with merit provided that the student has achieved:

(a) a weighted average of 59.50 or greater across the Diploma and Master's stages;
(b) a minimum mark of 50 in all modules in the Diploma stage at level 7 or 40 at level 6; and
(c) a mark of no less than 60 in the Master's stage.

417. A student who achieves a weighted average, without rounding, of 58.00-59.49 is entitled to the award of merit where, and only where:

(a) 60 or more credits from the Diploma stage achieved marks of 60 or more;
(b) a minimum mark of 50 has been achieved for all modules in the Diploma stage at level 7 or 40 at level 6; and
(c) a mark of 60 or more was achieved in the Master stage.

Ineligibility to Progress to the Award

418. A student who is ineligible to progress to the award of the Master's degree will be failed but awarded:

(a) with 120 credits, a Postgraduate Diploma (where at least 90 credits pertain to Level 7);
(b) with 60 or more credits but fewer than 120, a Postgraduate Certificate (for which at least 45 credits must be at level 7); and
(c) with fewer than 60 credits, the credits for all modules passed.

CHAPTER XIII: HIGHER AND DEGREE APPRENTICESHIPS

Introduction

419. The following chapter applies to all taught programmes which lead to the award of a qualification designated by Senate as a 'Higher Apprenticeship' or as a 'Degree Apprenticeship' being a programme which meets national expectations for designation as an apprenticeship, and which leads to the award of a Certificate or Diploma or a Bachelor's or Master's degree of the University The University will only offer Higher or Degree Apprenticeship if registered to do so on the Register for Apprenticeship Training Providers.

420. This chapter constitutes a set of regulations which are supplementary to the regulations set out in the above chapters (chapters I-X). When designing, approving, delivering or reviewing a Higher Education Apprenticeship, Chapter I and the chapter applicable to the specific qualification must be applied along with this chapter.

421. Throughout this chapter the term 'Higher Education Apprenticeship' is used as a collective term for Higher Apprenticeships and Degree Apprenticeships.

422. A programme or qualification must not be described as a Higher Education Apprenticeship, Higher Apprenticeship or a Degree Apprenticeship unless it meets the criteria set out in this chapter.

423. The University has the same responsibility for the academic standards of awards offered as Higher Education Apprenticeships in accordance with this chapter, and for the quality of learning opportunities relating to those awards, as for any other higher education qualification under this Regulatory Framework.

424. For clarity throughout this chapter a person admitted to a programme leading to a Higher Education Apprenticeship, who meets the criteria in this chapter is referred to as an apprentice.

Essential elements of a Higher Education Apprenticeship

Integrated and non-Integrated Higher Education Apprenticeships

425. In deciding whether to approve in principle a programme leading to a Higher Education Apprenticeship, Senate must determine whether the programme will involve a Higher Education Apprenticeship which is either 'integrated' or 'non-integrated' where these terms are understood as follows:

a) ‘integrated’: where all aspects of the End-Point Assessment are built into the programme and are part of the intended learning outcomes of the programme. An apprentice who does not pass the End-Point Assessment cannot be awarded the Higher Education qualification or be considered a qualified apprentice.
b) ‘non-integrated’: where all aspects of the End-Point Assessment are separate to the programme and will be carried out by a third party. The University is concerned with whether the apprentice meets its criteria for the award of the Higher Education qualification (as defined in these regulations); entitlement to the award is not affected by the outcome of the End-Point Assessment and the award of the Higher Education qualification does not certify the student as a qualified apprentice.

Employers

426. Employers are deemed to be fundamental to the operation of a Higher Education Apprenticeship even though it is the University which is the awarding body for the Higher Education qualification. First, it is the employer, rather than the apprentice, who purchases the training including both the programme leading to the HE qualification and the End-Point Assessment. Second, the employer has primary responsibility for the admission of the employee as an apprentice. The University has the right to decline an apprentice’s application to join programme if the apprentice does not meet the University’s admission requirement. In practise admission should be a collaborative exercise between the employer and the University, ensuring that the employee can meet the University’s admission requirements as well as meeting those of the employer.

PSRBs

427. Where the occupation which is the subject of a proposed Higher Education Apprenticeship involves professional practice and is subject to regulation by a PSRB, that PSRB must be involved in the design and approval of the programme leading to the higher education qualification.

Status of apprentices

428. When registered on a Higher Education Apprenticeship approved by the University, an apprentice is both an employee of the employer involved in the apprenticeship arrangement and a student of the University with the same rights and obligations as set out in this Regulatory Framework and associated codes of practice. Matters which relate to their employment are the responsibility of the employer and not the University and therefore fall outside this Regulatory Framework.

429. Where there is doubt about whether an issue raised relates to their status as a student or their status as an employee, the University and employer must consult each other, reach a conclusion and advise the apprentice of their decision and the reasons for that decision. In some cases, an issue may involve elements relating to both student and employee status and these will need to be distinguished and dealt with separately.

Formal written agreements

430. Prior to approval of a programme leading to a Higher Education Apprenticeship, a formal written agreement must be established between the University and the relevant employer.

Commitment Statements

431. A Higher Education Apprenticeship must include a 'Commitment Statement', agreed prior to commencement of the apprenticeship and signed by the University, the employer and the apprentice. The Statement must include at least details of:

    (a) all relevant parties involved, including if known at the time, the organisation contracted to carry out the End-Point Assessment
    (b) the apprenticeship and the Higher Education qualification, including its title and level and start and end dates for the apprenticeship and practical period of training
    (c) the volume of off-the-job training hours that will be delivered (calculated after any reduction for recognised prior learning)
    (d) the planned content, including the modules included within the programme
    (e) the schedule of delivery (such as days of week, periods of block delivery)
    (f) the roles and responsibilities of each party, including the apprentice, to enable delivery of the apprenticeship
    (g) the written confirmation from the employer that the apprentice will be allowed to undertake off-the-job training within their normal working hours, in addition to English and Mathematics training if required
    (h) progress reviews to be conducted including their frequency and format
    (i) the process for resolving any queries or complaints, including relating to quality.

432. The Commitment Statement must be kept under review and be updated as required, including if any of the details referred to in paragraph 431 change.

Delivery of the Higher Education Apprenticeship programme

Programme design and approval

433. In deciding whether to approve a programme intended to be delivered as a Higher Education Apprenticeship Senate must be satisfied that the programme has been designed with the full involvement employers and that employers are satisfied that the programme will enable successful completion by properly trained and qualified apprentices. Evidence of the employer engagement must be submitted as part of the validation processes.

434. Where it is proposed that the apprenticeship will be 'integrated' (as defined in paragraph 425) the Senate must also be satisfied that clear and robust arrangements have been made for delivery of the End-Point Assessment, including ensuring that there will be staff who are appropriately qualified to carry this out.

Admission

435. In admitting an individual as an apprentice, the applicant must meet the University's criteria for admission set out in the Code of Practice on Admission and meet any criteria set by the employer and which ensure that the apprentice will be able to meet the applicable Apprenticeship Standard.

436. Information for prospective and registered apprentices must be tailored to provide the apprentice with information which reflects their experience as a student on the Higher Education programme and as an apprentice. This must include the interrelationship between on-the-job and off-the-job learning and training, how the apprentice programme relates to the academic year and key stages within that year, and the provision of mentoring.

Recognition of prior learning

437. Prior to admitting an apprentice, consideration must be given to whether the apprentice has prior learning (certificated or experiential) which can be recognised towards the programme and therefore could reduce the extent of the programme for that apprentice. Decisions, which must involve the apprentice and the employer, must be considered in line with the University's Code of Practice on Recognition of Prior Learning and paragraphs 36 - 44 of Chapter I.

438. Any consideration of prior learning is subject to the requirement that the apprenticeship must involve a minimum duration of 12 months, in addition to being subject to the minimum requirements for the Higher Education qualification set out in paragraph 36 onwards of Chapter I.

439. Any reduction in the overall length of the Higher Education programme as a result of recognised prior learning must not compromise the requirement for a minimum of 20% 'off-the-job' training as set out in paragraph 440.

Learning, teaching and assessment

Off-the-job training

440. The design of the programme and the formal arrangement with the employer must ensure that the apprentice is able to complete a minimum of 20% of the total apprenticeship engaged in 'off-the-job' training. The Commitment Statement should define, or make reference to other documents which define, the way that this training will be delivered, the number of hours involved, the locations of delivery, and the intended outcomes.

Coaching and Mentoring

441. In developing the Commitment Statement consideration should be given to the desirability of designating a suitably qualified or experienced workplace mentor to provide ongoing support and guidance to the apprentice, on the assumption that the apprentice will become increasingly independent of this support and guidance as they progress through the apprenticeship.

442. The University is responsible for ensuring that the workplace mentor is sufficiently briefed on the requirements of the Higher Education programme and how its delivery interrelates with the apprentice's on-the-job training.

Staff development

443. The University is responsible for ensuring that all University staff involved in the design and delivery (including assessment) of the Higher Education Apprenticeship are appropriately qualified and/or experienced to teach at the level of the qualification and to deliver the kind of learning opportunities detailed in the programme specification and experienced in the sector.

Assessment

444. Assessment must be conducted as set out in the programme specification and module information and as reflected in the apprentice's Commitment Statement. This must include formative assessment which provides opportunities for each apprentice to practise the types of assessment which they will experience summatively, and to receive feedback that promotes their learning.

445. Where the employer is to be involved in any aspect of summative assessment this role must be specified in the Formal Written Agreement and be supported by appropriate guidance and development delivered by University staff, including such matters as marking and moderation (of assessment tasks and of

marking) and the role of the Boards of Examiners at module and programme levels.

Reviewing the progress of apprentices

446. Regular reviews, involving University staff, the employer and the apprentice, must be conducted of the apprentice's progress on the programme, including taking account of the effectiveness of the learning, teaching and assessment opportunities and the balance between on-the-job and off-the-job training. The frequency of these reviews will be as specified in the Commitment Statement.

447. A record of each review must be made, the contents of which are agreed by the staff, employer and apprentice. The record must identify any actions that have been agreed, the persons responsible for those actions and any date by which they will be completed.

Break of study

448. Paragraphs 75 to 77 are subject to the requirement that any break of study must be agreed between the apprentice and the employer.

449. The power to suspend an apprentice under paragraph 78 onwards must be exercised in consultation with the employer. For disciplinary matters, please see the Student Disciplinary Procedure.

External examining

450. The roles and responsibilities of the external examiner are set out in Chapter I. Where the external examiner is to be responsible for a programme leading to a Higher Education Apprenticeship, they must be suitably qualified for the programme, for example in terms of an appropriate level of practise-based expertise, or a second external examiner should be appointed who possesses the practise experience over and above the subject expertise of the first external examiner.

Complaints and appeals

451. An apprentice is entitled to lodge an academic appeal and/or complaint in respect of the Higher Education programme as set out in Chapter I of this Regulatory Framework and in the Code of Practice on Complaints by Students. Any investigation or formal hearing will be conducted as set out in therein.

452. Where the apprentice has exhausted the University's complaints or academic appeals procedures as appropriate, they are entitled to pursue the matter with either the Office of the Independent Adjudicator (OIA) or the Education, Training and Skills Agency.

Student engagement

453. An apprentice is entitled to the same opportunities to be involved with the University in all aspects of student engagement at module, programme and university-levels as a student on a non-apprenticeship programme. Appropriate modifications must be made to ensure that engagement can be effective taking account of the distinctive character of an apprentice's experience and attendance at the University.

Boards of Examiners

454. Module and Programme Boards must exercise their jurisdiction as set out in chapter I, determining the award of marks for modules and the progression of the apprentice through the Higher Education programme applying the regulations set out in the applicable chapter.

Transfer to a non-apprenticeship programme

455. An apprentice who becomes unemployed during their apprenticeship ceases to be entitled to progress with the apprenticeship. Consideration must be given to whether it is possible to transfer the apprentice (with their agreement) to an associated Higher Education programme (not involving an apprenticeship).

Exit awards

456. Where an apprentice chooses to permanently withdraw from the apprenticeship or has been made redundant and is not able to transfer under paragraph 455, the Programme Board must determine whether the apprentice can be awarded an associated Exit award (under the relevant chapter of this Framework) based on the apprentice's achievements at that point. 'Associated' means an award for which the apprentice will have met the programme intended learning outcomes, but which does not infer that the holder of the award is a qualified apprentice.

Monitoring and review of programmes

457. The University is responsible for applying its established processes for the monitoring and review of modules and programmes comprising a Higher Education Apprenticeship. Appropriate modifications must be made to ensure that the distinctive nature of the apprenticeship programme is reflected in the process, and that all relevant parties are able to contribute.

End-Point Assessment

Non-integrated Apprenticeships

458. Where the University has designated the apprenticeship as 'non-integrated' as defined in paragraph 425, it will be responsible for making arrangements

(through a written contract) for the engagement of a suitable organisation to conduct the End-Point Assessment (EPA). 'Suitable' means an organisation chosen by the employer from the Register of EPA Organisations. The contract must make explicit that the chosen EPA organisation is responsible for ensuring that they have robust internal quality assurance arrangements which, in particular, prevent any conflicts of interest between any of the parties involved in the apprenticeship.

459. Checks must be made as part of this validation process that ensure End-Point Assessment organisations are likely to be available to the University.

460. The University must ensure that it engages with the employer's chosen End-Point Assessment Organisation at least six months before the planned end date of the apprenticeship.

Integrated Apprenticeships

461. Where the University has designated the apprenticeship as 'integrated' as defined in paragraph 425, it will be responsible for registering on the Register of End-Point Assessment Organisations, and for carrying out the End-Point Assessment. It must ensure that the person designated to conduct the End-Point Assessment has not been involved in the delivery of the apprenticeship.

462. Prior to conducting the End-Point Assessment, the University must satisfy itself in conjunction with the employer, that the apprentice has met the 'Gateway' requirements for the apprenticeship including fulfilling the requirements for having achieved English and Mathematics at level 2.

Award and conferment

463. An apprentice who is deemed by the Programme Board of Examiners to have met the requirements for progression to the award of the Higher Education qualification will be recommended to Senate for the award (including the appropriate classification if the award is classified).

464. Where the End-Point Assessment is integrated into the Higher Education Apprenticeship programme, approval by Senate of the award constitutes completion of the apprenticeship. The Partnerships, Apprenticeships and Skills Development Manager is responsible for informing the appropriate external body that all the requirements of the apprenticeship (including the End-Point Assessment) have been completed.

Appendix A: Modular Learning, Credit Accumulation and the Lifelong Learning Entitlement (LLE)

A1. Purpose

A1.1 The purpose of this Appendix is to establish the University's academic regulatory framework for Modular Learning and Credit Accumulation, including provision funded through the Lifelong Learning Entitlement (LLE).

A1.2 This Appendix supplements the Academic Regulations Governing Taught Qualifications and shall apply to all students undertaking approved modular provision, whether or not they are enrolled on a named parent qualification.

A1.3 The Appendix is intended to:

- support lifelong participation in higher education;
- facilitate flexible and modular study;
- enable students to accumulate academic credit over time;
- support recognition of prior learning and credit transfer;
- support student mobility between providers;
- ensure that academic standards remain consistent with the Frameworks for Higher Education Qualifications (FHEQ);
- support compliance with requirements established by the Department for Education, Office for Students and other regulatory bodies.

A1.4 Where there is a conflict between this Appendix and other parts of these Regulations, this Appendix shall take precedence in relation to Modular Learning provision.

A2. Principles of Modular Learning

A2.1 Modular Learning enables individuals to undertake higher education through discrete units of learning which may be accumulated over time towards a qualification.

A2.2 Students may:

- undertake individual modules;
- study modules from a named parent qualification;
- accumulate credit over multiple periods of registration;
- combine study undertaken at different points in their lives;
- combine study undertaken at different approved providers, subject to recognition by the University.

A2.3 Participation in Modular Learning does not guarantee progression to a qualification and students must satisfy all requirements for the award concerned.

A2.4 All modules delivered under this Appendix shall be subject to the University's normal arrangements for:

- approval;
- monitoring;
- assessment;
- external examining;
- quality assurance.

A3. Lifelong Learning Entitlement (LLE)

A3.1 The Lifelong Learning Entitlement is a government-funded student finance entitlement designed to support study through modular and flexible learning pathways.

A3.2 The University may designate modules and qualifications as eligible for LLE funding where they satisfy the requirements established by the Department for Education and any other relevant regulatory authority.

A3.3 Eligibility for student finance support under the Lifelong Learning Entitlement is determined by the relevant funding body and not by the University.

A3.4 The availability of LLE funding shall not affect the University's authority to determine:

- academic standards;
- admissions decisions;
- progression;
- assessment outcomes;
- awards.

A4. Definitions

For the purposes of this Appendix:

Credit Accumulation
The process by which a student progressively acquires academic credit over time which may contribute to a qualification.

Modular Student
A student registered on one or more individual modules whether or not simultaneously enrolled on a named qualification.

Parent Qualification
A University qualification to which a module contributes and against which accumulated credit may be counted.

Period of Registration
A defined period in which a student is formally registered for one or more modules.

LLE Module
A module approved by the University as eligible to be offered through arrangements aligned to the Lifelong Learning Entitlement.

Stackable Learning
A structured arrangement whereby successfully completed modules can be accumulated towards larger awards.

A5. Admission to Modular Learning

A5.1 Students may be admitted:

- to a qualification;
- to one or more individual modules; or
- to a defined modular pathway.

A5.2 Admission to a module shall normally require:

- evidence of prior study;
- evidence of relevant experience;
- recognition of prior learning;
- satisfaction of any prerequisites specified in the module specification.

A5.3 Admission to a module does not automatically confer admission to a qualification.

A5.4 Students seeking to convert accumulated credit into a qualification must satisfy any additional requirements specified in the programme specification.

A6. Registration

A6.1 Registration shall normally occur at module level.

A6.2 Students may register for:

- a single module;
- a group of modules;
- a complete qualification.

A6.3 Students undertaking Modular Learning are not required to study 120 credits within an academic year.

A6.4 Students may undertake modules on a flexible basis and may have periods during which they are not actively studying.

A6.5 Such periods shall not normally be classified as a Break of Study under the main Regulations.

A7. Academic Credit

A7.1 Credit achieved through approved modular provision shall be awarded in accordance with the University's Academic Regulations.

A7.2 Academic credit remains subject to:

- academic standards;
- learning outcomes;
- assessment requirements.

A7.3 Credit shall be recorded on the student's official transcript.

A7.4 Successfully completed modules may contribute:

- towards a qualification;
- towards an exit award;
- towards recognition of achievement.

A8. Credit Accumulation

A8.1 Students may accumulate credit progressively toward an award.

A8.2 The University shall maintain a record of credit accumulated by each student.

A8.3 Credit accumulated through modular study may contribute towards:

- University Learning Certificates;
- Certificates of Higher Education;
- Diplomas of Higher Education;
- Foundation Degrees;
- Bachelor's Degrees;
- Integrated Master's Degrees;
- Postgraduate Awards.

A8.4 Credit accumulation shall not exempt students from satisfying programme learning outcomes.

A9. Credit Currency

A9.1 Credit used towards an award must remain academically current.

A9.2 Normally credit shall be regarded as current for:

- five years for undergraduate awards;
- five years for postgraduate awards.

A9.3 The University may determine that older credit remains current where:

- professional knowledge remains unchanged;
- learning outcomes remain substantially equivalent;
- academic standards can be demonstrated.

A9.4 Where credit is not considered current the University may require:

- further study;
- assessment;
- replacement modules.

A10. Credit Transfer and Mobility

A10.1 The University supports student mobility between higher education providers.

A10.2 Credit achieved at another recognised provider may be accepted towards a University parent qualification.

A10.3 Such credit must:

- be at an equivalent academic level;
- have appropriate learning outcomes;
- satisfy the University's Recognition of Prior Learning procedures.

A10.4 The University reserves the right to determine:

- the volume of credit recognised;

- the stage of a qualification into which credit may be admitted;
- additional study required.

A11. Recognition of Prior Learning

A11.1 Students undertaking Modular Learning may seek recognition of:
- prior certificated learning;
- prior experiential learning;
- academic credit transfer.

A11.2 Applications shall be determined in accordance with the University's Code of Practice for the Recognition of Prior Learning.

A12. Progression

A12.1 Progression within Modular Learning is determined by successful accumulation of credit.

A12.2 Progression may be based on:
- achievement of prerequisite modules;
- achievement of specified credit volumes;
- achievement of minimum academic standards.

A12.3 A student may study modules at a higher academic level only where prerequisite learning has been demonstrated.

A13. Assessment

A13.1 Assessment of modules delivered under this Appendix shall be conducted in accordance with Chapter I of these Regulations.

A13.2 Assessment rights, reassessment rights, academic misconduct procedures and appeals arrangements apply equally to students undertaking Modular Learning.

A13.3 Assessment is conducted at module level.

A14. Awards Through Credit Accumulation

A14.1 Students may become eligible for an award through the accumulation of credit over multiple periods of study.

A14.2 Awards shall only be made where:
- all academic requirements have been met;
- all programme learning outcomes have been achieved;
- all regulatory requirements have been satisfied.

A14.3 The University may approve designated stackable pathways leading from smaller awards to larger qualifications.

A15. Exit Awards

A15.1 A student who withdraws or ceases study may receive an appropriate exit award or record of achievement.
A15.2 Exit awards shall be determined according to the credit accumulated and the provisions of these Regulations.

A16. Student Records and Official Documentation

A16.1 The University shall maintain a record of:

- modules undertaken;
- credit achieved;
- credit transferred;
- recognised prior learning.

A16.2 Official transcripts shall identify:

- module titles;
- credit values;
- academic level;
- marks achieved.

A17. Quality Assurance

A17.1 All modular provision shall be subject to normal University quality assurance procedures.

A17.2 The University shall ensure that:

- standards are equivalent to those of non-modular provision;
- awards remain aligned with sector frameworks;
- students receive appropriate academic and pastoral support.

A17.3 Senate retains ultimate responsibility for academic standards and quality assurance of all Modular Learning provision.

A18. Review of Appendix

A18.1 This Appendix shall be reviewed periodically in light of:

- Department for Education guidance;
- Lifelong Learning Entitlement regulations;
- Office for Students requirements;
- changes in national higher education policy.

A18.2 Senate may amend this Appendix where necessary to maintain regulatory compliance and support flexible lifelong learning opportunities.

Appendix B: Regulations for Foundation Year

Regulations for modules and credits

1. The Foundation Year is a non-award bearing Level 0 programme. The module and credit structure follows those set out in the University's Regulations for Undergraduate Awards.

Module Marks

2. The performance of a candidate in meeting the assessment requirements of a module is indicated by a pass or fail only and will be recorded on the following scale:

100% - 40%	Pass
39% - 0%	Fail

Assessment Extension

3. Assessment extension procedures follow those as identified in the Code of Practice for the Assessment of Students.

Extenuating Circumstances

4. Extenuating Circumstances procedures follow those set out in the University's Code of Practice for Extenuating Circumstances.

Reassessment

5 A student enrolled on an undergraduate programme with Foundation Year has the right to be reassessed on two occasions only, subject to the decision of the Board of Examiners.

6. A Board of Examiners will be regularly scheduled to consider module progression, and also sit at the end of the first Semester/Trimester following enrolment. Students who have failed any modules following the meeting of the Board of Examiners at the end of any level or stage will normally be offered the opportunity to be reassessed in-year, subject to the decision of the Board of Examiners.

7. Where the failure is in the final module, the reassessment will be undertaken over the summer period. Where Extenuating Circumstances have been submitted and approved, a phased reassessment opportunity will permitted over the summer period. Students may be reassessed in all or part of a module; the method of reassessment will be as stated in the approved module specification and the relevant assignment brief.

8. A Board of Examiners will sit at the end of the Foundation Year stage, to decide on eligibility for progression to the Certificate level of the undergraduate programme with Foundation Year on which students are enrolled.

Use of Recognition of Prior Learning (APL)

9. Credit transfer or prior certificated or work-based experiential learning is not accepted towards the Preliminary stage [Foundation Year] of a Bachelor's degree. In-year transfers from another provider may be

considered where an alignment of academic skills with the University's Foundation Year programme can be evidenced.

Admission to a Programme of Study

10. Admission to an undergraduate programme with a Foundation Year will be in accordance with the University Admissions procedure and specific programme criteria.

Transfer Points

11. Transfer between undergraduate programmes with a Foundation Year will follow the procedures set out in the Code of Practice for Transfer Between Academic Programmes.

Treatment of Failures/Termination of Programme

12. A student who fails to meet the requirement of a module or the programme will be subject to a decision by the Board of Examiners regarding re-sit opportunities and/or termination of study.

Version Control Table

Version Number	Date Authorised	Summary of key changes
1.4	18/11/2025	University logo and name change
1.5	22/07/2026	Minor amends to reflect Life Long Learning entitlement (LLE) – modular learning; and a change to the process for considering extenuating circumstances.