

Chapter 6

Taught Award Regulations

6 TAUGHT AWARD REGULATIONS

6.1 The Credit Framework

6.1.1 Introduction

This Framework provides definitions and lays down the structural rules adopted by the University for modular Programmes of Study and for microcredentials. The Framework is consistent with the precepts outlined in the QAA's Code of Practice and the indicators of the UK Quality Code for Higher Education. Microcredentials follow the principles outlined in the Common Microcredential Framework. This chapter is reviewed annually.

The University recognises that it may be necessary to modify certain aspects of its taught degree regulations to reflect the requirements of its distance learning students and those that are taught by its Collaborative Partnership Institutions. In all cases, the policies, procedures and regulations within this document will form the minimum or threshold requirements. Where appropriate, the University will make modifications whenever this is considered necessary to address particular aspects of the mode of study concerned.

The Taught Award Regulations are compliant with UK Quality Code for Higher Education and takes into account best practice as outlined in the UK Quality Code for Higher Education: Advice and Guidance: Assessment.

6.1.2 Definitions

The definitions which follow pertain to the modular system adopted by the University. They are not intended to be exhaustive or prescriptive.

Programme of Study (course): A Programme of Study or course is the collection of modules taken by a student leading to a particular award. A Programme of Study is a validated entity.

Module: An academically coherent unit of learning activity with defined aims, learning outcomes, content and assessment scheme.

Module Credit Rating: Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Module Study Time: The length of time required to complete a module will be a function of the ability of the student and his/her familiarity with the subject. It is not, therefore, possible to specify how much time and effort will be required in individual cases. However, programme documents will incorporate notional hours of 100 for a 10 credit module, 200 hours for a 20 credit module, etc; the 'currency' being 1 credit per 10 hours of notional study. This represents the total study effort for a typical student to complete the module successfully. It includes all timetabled and non-timetabled learning activities both in and away from the formal learning environment.

Module Teaching Methods: The notional hours for each module will be divided into three categories: scheduled learning, independent learning and placement learning. The proportion of time

allocated to each of these categories is defined within the module outline.

Microcredential:	A unit of learning that is the equivalent to 10 credits.
Core Module:	Programme Teams may identify 'core' modules which must be passed before achieving credits for the module. It is possible for a module to be a core module for one Programme of Study but a non-core module for another programme. Such modules must be clearly identified in Programme of Study Handbooks.
Component Pass Module:	Programme Teams may identify Component Pass modules in which all components of a module must be passed before achieving credits for the module. Such modules must be clearly identified in the Programme of Study Handbooks.
Compulsory Module:	A compulsory module is a module that must be studied (but unlike a core or component pass module could potentially be condoned).
Optional Module:	A module, from a number of modules, which the student may, or may not, choose to include in his/her Programme of Study. There may be limitations on availability of optional modules depending on a number of factors, including, but not limited to, other modules being studied.
Pre-requisite Module:	Pre-requisite modules are modules that must be successfully studied before another specific module can be studied.
Project/Dissertation Module:	A module consisting of a project or research investigation conducted by the student.
Study Mode:	Students may study for an award in a variety of modes - full-time, part-time, accelerated etc. The mode or modes of study are specified in the validation documentation associated with the programme.
Delivery Mode:	Students may study for an award through different delivery modes – campus based, distance, flexi, blended, etc. The mode or modes of delivery are specified in the validation documentation associated with the programme.
Module change:	Students will not normally be permitted to change modules after more than one quarter of a teaching period. In exceptional cases students may be permitted to change module after this, but will not be permitted to appeal any adverse outcome on the grounds of missing part of the teaching period.
Programme change:	With the approval of the Programme Manager and the Academic Discipline Lead, students may be permitted to change their Programme of Study during an academic

year. Changes are not normally permitted after more than one quarter of the first teaching period in the first year of study. Requests to change the Programme of Study during subsequent years would require credit transfer and would be subject to the normal credit transfer arrangements. The time limits for allowing a student to change Programme of Study will be decided on a case by case basis, and such changes will not be approved unless it is considered that the student would realistically be able to successfully complete the new programme.

Semester:	A period of study lasting approximately 15 weeks, including assessment.
Term:	A period of study lasting approximately 10 weeks.
Block:	A period of study period lasting approximately 4 weeks.
Level:	Modules are assigned to a particular level that relates to the relative demand, complexity, depth of study and learner autonomy required of the module. Levels correspond to those in the Credit and Qualifications Framework (Wales). https://gov.wales/credit-and-qualifications-framework-cqfw Levels 4, 5 and 6 will normally correspond to an undergraduate awards. Level 7 will normally correspond to Postgraduate level awards.
Student:	Throughout this chapter, all references to students includes all those enrolled on UWTSD awards.
Period of Study:	Full-time students normally study 120 credits each academic year. For part-time students, the minimum number of credits that must be completed each academic year may be defined and managed by the Dean of Institute and must be sufficient to secure efficient and effective use of resources in the short, medium and longer term.
Flexible and Occasional Study:	It may also be possible for students to register on individual modules and achieve an award by accumulating completed modules over a longer period of time. However, in such cases, the University makes no commitment to continue running the same programmes or the same modules beyond the timescale that is required for completion of the award by students who have registered for a complete programme.

6.2 Programme of Study Structures

6.2.1 Taught Programmes of Study

The University's taught provision includes:

- (i) Honours Degree;
- (ii) Integrated Master's Degree;
- (iii) Certificate of Higher Education;

- (iv) Diploma of Higher Education;
- (v) Foundation Degree;
- (vi) Graduate Certificate;
- (vii) Graduate Diploma;
- (viii) Master's Degree;
- (ix) Postgraduate Certificate;
- (x) Postgraduate Diploma;
- (xi) Higher National Certificate;
- (xii) Higher National Diploma;
- (xiii) Certificate in Teaching Skills;
- (xiv) Graduate Certificate in Teaching Skills;
- (xv) Professional Certificate in Education;
- (xvi) Post Graduate / Professional Graduate Certificate in Education;
- (xvii) Foundation Certificate;
- (xviii) University Certificate of Credit;
- (xix) University Technical Certificate;
- (xx) Pre-Master's Certificate;
- (xxi) Pre-Master's Diploma.

Many programmes can be studied on a full-time or part-time basis.

6.2.2 Joint Honours

Students on Joint Honours programmes would normally complete equal proportions of the two disciplines at levels 5 and 6. The term 'and' is used to link the two components in the award title of a Joint Honours degree. Each component of a Joint Honours should aim to contribute an equivalent amount the final degree award.

6.2.3 Combined Honours

The term is used only for programmes which involve three distinct subject components. Each component should aim to contribute an equivalent amount the final degree award.

6.2.4 Major/Minor

The term 'with' is used to link the two components in the award title of a Major/Minor degree. The Major component should aim to contribute to two-thirds of the award. It should also normally incorporate a student's project/dissertation module if available. The Minor component should aim to contribute to one-third of the award.

6.2.5 Degree Apprenticeships

Degree Apprenticeships follow the award rules for the named University Award as outlined in this chapter. There are additional requirements for the award of a Degree Apprenticeship Certificate, the structures for these additional requirements are outlined in Chapter 11 of the AQH.

6.2.6 Classification

The classification of Joint Honours awards will be based on the aggregate marks for the whole award and not on the performance in each Joint Honours component. Likewise, the classification of a Major/Minor award or a Combined Honours award will be based on the aggregate for the whole award.

6.2.7 Degree Titles

All awards must use an approved degree title. Any new degree titles must be approved by Senate.

Foundation Degrees

FdA – Foundation Degree in Arts

FdSc – Foundation Degree in Science

Honours Degrees

BA – Bachelor of Arts

BSc – Bachelor of Science

BEng – Bachelor of Engineering

BTh – Bachelor of Theology

Integrated Master's Degrees

MArts – Master in Arts

MBus – Master of Business Management

MComp – Master of Computer Science

MDes – Master of Design

MEaCh – Master of Early Childhood

MEdStud – Master of Education Studies

MEng – Master of Engineering

MEYEC – Master of Early Years Education and Care

MMusTech – Master of Music Technology

MSci – Master in Sciences

MSocStud – Master of Social Studies

MTour – Master of Tourism and Events Management

Master's Degrees

MA – Master of Arts

MBA – Master of Business Administration

MFA – Master of Fine Arts

MProf – Master of Professional Practice

MSc – Master of Science

MTh – Master of Theology

The decision regarding whether a degree programme leads to a Bachelor of Arts or a Bachelor of Science award is made at validation and is based upon the proportion of the credits contributing to the award (i.e. Levels 5 and 6) that are arts or science based. As a general rule, degree programmes in the arts and/or humanities lead to a Bachelor of Arts award and degree programmes in science or technology lead to a Bachelor of Science award.

In the case of a Joint Honours programme where one half is Science based and the other half is Arts based, the Science subject appears first in the award title and a Bachelor of Science is awarded.

6.2.8 Conferring Awards

Examining Boards, on behalf of Senate, approve and endorse all awards.

6.2.9 Joint Awards with other Institutions

With the approval of Senate, the University can offer joint awards with other appropriate institutions.

6.3 Academic Levels

6.3.1 Introduction

- (1) Extensive use is made of the QAA Subject Benchmarking documents in the overall design and validation of Programmes of Study, and in the individual definition of the level, credit value, learning outcomes and assessment methodology of individual modules.
- (2) In the University's Modular Framework, Levels 4, 5 and 6 normally correspond to work undertaken on an undergraduate award, and Level 7 normally corresponds to work undertaken on postgraduate programmes of study, as defined in the Credit and Qualification Framework for Wales (CQFW) and Higher Education Qualifications Framework (HEQF).
- (3) Programmes with external accreditation (including Initial Teacher Training) are designed and validated to satisfy the requirements of the relevant Professional, Statutory and Regulatory Bodies.

6.3.2 General Entry Requirements

- (1) As outlined in the Admissions Policy, for a number of programmes on which students are likely to encounter situations involving children and/or vulnerable adults, applicants will be required to obtain a Disclosure and Barring Service (Enhanced) check.
- (2) For each qualification, details of the number of credits required at each level of study are provided, together with the maximum number of credits that students can transfer onto the programme by means of the Recognition of Prior Certificated Learning or Recognition of Prior Experiential Learning (RPCL or RPEL) processes.
- (3) The University does not normally allow a student to join a programme more than 4 weeks after the start date.
- (4) The University does not normally allow a student to register on more than one full-time programme at the same time either at this or any other institution. In the same way, in considering applications the University will take into account how many credits a student is already registered on at a different institution in considering their application for study at the University.
- (5) Except for programmes where the University has specifically agreed another language of delivery for the programme, all applicants whose native language is not English or Welsh must provide evidence of competence in English Language sufficient for studying on their programme, and after admission to the University may be required to take additional instruction in English Language. The level of competence required is defined through the University English Language Policy.
- (6) Details of the usual time limits for completion of each qualification by full-time students are included in the table below. In practice, the usual time limit may be shortened for a variety of reasons, for example, when programmes are studied on an extended year or to meet the immigration requirements of the UK Visas and Immigration.
- (7) In exceptional circumstances the usual period of study may be adjusted, or a candidature may be interrupted (see Mitigating Circumstances Policy). A student's candidature may be terminated by an Examining Board before the time limit has been reached. Details of the maximum time limits for the completion of different qualifications are included in the tables below.
- (8) An applicant can be considered eligible to enrol on a programme of study provided he/she satisfies the specific entry requirements of the programme. For UWTSD programmes, these

are published on the appropriate course website. For Partner programmes, these are agreed by the University as part of the validation process.

(9) The Definitive Programme Document outlines the period of study associated with that programme. The tables below outline the usual and maximum period of study.

(10) Undergraduate Programmes

Registered Programme	Usual Period of Study	Maximum Period of Study	Minimum credit requirements	Maximum Credit Transfer
University Certificate of Credit Part-time Study	1 year	2 years	Total of 40 Credits Either 40 at Level 4, or 40 at Level 5, or 40 at Level 6	0
University Technical Certificate Part-time Study	1 year	2 years	Total of 40 Credits Either 40 at Level 4, or 40 at Level 5, or 40 at Level 6	30
Foundation Certificate Full-time Study	1 year	3 years	120 at Level 3/4	0
Foundation Certificate Part-time Study	2 years	6 years		
Certificate of Higher Education Full-time Study	1 year	3 years	120 at Level 4	80
Certificate of Higher Education Part-time Study	2 years	6 years		
HNC* Full-time Study	1 year	3 years	Minimum of 120 at Level 4	80
HNC* Part-time Study	2 years	6 years		
Diploma of Higher Education Full-time Study	2 years	4 years	Total of 240 120 at Level 4 120 at Level 5	160
Diploma of Higher Education Part-time Study	4 years	8 years		

Registered Programme	Usual Period of Study	Maximum Period of Study	Minimum credit requirements	Maximum Credit Transfer
HND Full-time Study	2 years	4 years	Total of 240 120 at Level 4 120 at Level 5	160
HND Part-time Study	4 years	8 years		
Foundation Degree Full-time Study	2 years	4 years	Total of 240 120 at Level 4 120 at Level 5	160
Foundation Degree Part-time Study	4 years	8 years		
Honours Degree (Model A) Full-time Study	3 years	5 years	Total of 360 120 at Level 4 120 at Level 5 120 at Level 6	240
Honours Degree (Model A) Part-time Study	6 years	10 years		
Honours Degree (Model B) Full-time Study	4 years	6 years	Total of 480 120 at Level 3/4 120 at Level 4 120 at Level 5 120 at Level 6	240
Honours Degree (Model B) Part-time Study	8 years	12 years		
Graduate Certificate Full-time Study	6 months	2 years	60 at Level 6	40
Graduate Certificate Part-time Study	2 years	4 years		
Graduate Diploma Full-time Study	1 year	2 years	120 at Level 6	80
Graduate Diploma Part-time Study	3 years	5 years		
Integrated Master's Degree Full-time Study	4 years	6 years	Total of 480 120 at Level 4 120 at Level 5 120 at Level 6 120 at Level 7	240
Integrated Master's Degree Part-time Study	8 years	12 years		

* For HNC, the values for usual and maximum periods of study given in the table are based on the HNC programme of 120 credits. Pro-rata increases should be made where the number of credits exceeds 120.

(11) Postgraduate Programmes

Registered Programme	Usual Period of Study	Maximum Period of Study	Minimum credit requirements	Maximum Credit Transfer
University Technical Certificate Part-time Study	1 year	2 years	Total of 40 Credits 40 at Level 7	30
Pre-Master's Certificate Full-time Study	6 months	24 months	60 at Level 6	0
Pre-Master's Diploma Full-time Study	12 months	24 Months	120 at Level 6	0
Postgraduate Certificate Full-time Study	6 months	24 months	60 at Level 7	40
Postgraduate Certificate Part-time Study	24 months	48 months		
Postgraduate Diploma Full-time Study	12 months	24 months	120 at Level 7	80
Postgraduate Diploma Part-time Study	24 months	60 months		
Master's Degree Full-time Study	18 months	36 months	180 at Level 7	120
Master's Degree Part-time Study	36 months	72 months		
Master of Fine Arts Full-time Study	24 months	36 months	240 at Level 7	120
Master of Fine Arts Part-time Study	48 months	64 months		

(12) PGCE Programmes

Registered Programme	Usual Period of Study	Maximum Period of Study	Minimum credit requirements	Maximum Credit Transfer
Post Graduate Certificate in Education (PGCE) Primary / Secondary with QTS Full-time Study	1 year	2 years	Total of 120 80 at Level 6 40 at Level 7	0
Professional Graduate Certificate in Education (PGCE) Primary Secondary with QTS Full-time Study	1 year	2 years	120 at Level 6	0
Professional Certificate in Education (PCE) Post Compulsory Education and Training Full-time Study	1 year	3 years	Total of 120 60 at Level 5 60 at Level 6	80
Professional Certificate in Education (PCE) Post Compulsory Education and Training Part-time Study	2 years	6 years		
Professional Graduate Certificate in Education (PGCE) Post Compulsory Education and Training Full-time Study	1 year	3 years	120 at level 6	80
Professional Graduate Certificate in Education (PGCE) Post Compulsory Education and Training Part-time Study	2 years	6 years		

Registered Programme	Usual Period of Study	Maximum Period of Study	Minimum credit requirements	Maximum Credit Transfer
Post Graduate Certificate in Education (PGCE) Post Compulsory Education and Training Full-time Study	1 years	3 years	Total of 120 60 at Level 6 60 at Level 7	80
Post Graduate Certificate in Education (PGCE) Post Compulsory Education and Training Part-time Study	2 years	6 years		

- (13) The usual time limit may be defined through the Validation process, but must not exceed the maximum time limit for that programme. Where the usual time limit different from the default position outlined above, this will be clearly identified in the Definitive Programme Document.
- (14) Higher level credits can in principle be used instead of lower level credits.
- (15) For all University awards, it is possible to allow a small number of credits from the next level below the lowest level that forms part of the award to count towards the award either as part of the validated programme of study or as a credit transfer onto a programme of study. Any such allowance must comply with the criteria within the Credit and Qualifications Framework for Wales (CQFW) and any transfer of credit would require the approval of the Recognition of Prior and Experiential Learning Board.
- (16) Where credit transfer has been approved, there will be a pro-rata reduction to the usual and maximum time limits.
- (17) The Special Cases Committee is responsible for making decisions with respect to requests for adjustments to the usual time limits for an award.
- (18) For all qualifications, an exit award can only be awarded to students who fail to complete the award if they have achieved, as a minimum, the normal requirements for that exit award for study at the University.
- (19) Throughout this chapter, reference to the year of study is for full-time students. In the case of part-time students, such references would need to be adjusted on a pro-rata basis.

6.3.3 Specific Entry Requirements

Before an applicant can be considered eligible to register on a programme of study, he/she must satisfy the specific entry requirements of the programme.

The following table outlines additional specific requirements for postgraduate awards.

Award	Required qualifications:	Additional Requirements
Pre-Master's Certificate and Pre-Master's Diploma ¹	(a) an initial degree; (b) a non-graduate qualification which has been deemed to be of an appropriate standard for the purpose of Level 6 admission; (c) the specific entry requirements of the programme	
Master's Degrees (including Master of Fine Arts) Postgraduate Certificates and Diplomas	(a) an initial degree; (b) a non-graduate qualification which has been deemed to be of an appropriate standard for the purpose of postgraduate admission; (c) the specific entry requirements of the programme; (d) relevant professional experience.	
Professional Graduate Certificate in Education and Post Graduate Certificate in Education (PGCE) Primary / Secondary with QTS	an initial degree	
Professional Certificate in Education	holds an appropriate Level 3 qualification	
Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET	an initial degree	

¹ Pre-Master's Programmes are designed primarily as pre-entry courses for international students. In addition to increasing the student's standard of written and spoken English, these programmes will provide students with an appropriate introduction to the British requirements for higher education study at Master's level.

6.4 Recognition of Prior Certificated Learning and Recognition of Prior Experiential Learning (RPCL and RPEL)

Recognition of Prior Learning (RPL) signifies the process by which this University (and many others) gives recognition to learning achieved by an individual before entry to a programme of study. Students can sometimes transfer/be awarded credit towards their current programme of study, the process is outlined in the Recognition of Prior Learning (RPL) Policy.

6.5 Undergraduate Taught Awards

6.5.1 Introduction

- (1) This section details the assessment procedures for levels 3-6, and should not contradict the general principles found in the Assessment policy. The University has a responsibility, which it discharges through its Programme Managers, to ensure that students are fully informed of the conditions which must be satisfied before an award can be made.
- (2) Students who fail to progress or complete award will be eligible for an exit award provided they meet the requirements of that award.
- (3) In exceptional circumstances, the University may decide to utilise contingency regulations which will apply to ensure that students have the opportunity to progress or achieve an award in light of those exceptional circumstances. In considering contingency regulations, the student representatives will be included as part of the decision-making process. The University's contingency regulations aim to preserve the University's required standards and ensure that students are not unfairly disadvantaged by events beyond the University's control. The University's contingency progression and award regulations will be published as an appendix to this chapter. The University will consider the appropriateness of the contingency regulations and may revise them to meet the needs of the exceptional circumstances as they develop. In such circumstances, the University will formally notify students about any changes to regulations.

6.5.2 Undergraduate Awards

Award Title	Credits total	Credits per level	Exit Award	Other Conditions or Awards
University Certificate of Credit	40	40 credits at either level 4, 5, 6	None	None
University Technical Certificate	40	40 credits at either level 4, 5, 6	None	None
Foundation Certificate	120	120 credits at level 3	None	None
Certificate of Higher Education	120	120 Credits at level 4	None	None
Higher National Certificate (HNC)	Minimum of 120	Normally 120 credits at level 4 and/or 5	A student who has registered on an HNC programme that consists of more than 120 credits, but is subsequently unable or not permitted to progress to completion, may be awarded a Certificate of Higher Education.	All HNC students are awarded a Pearson Certificate of Achievement for successfully completed credits.

Diploma of Higher Education	240	Normally 120 at level 4, at least 120 at level 5	Certificate of Higher Education	None
Higher National Diploma (HND)	240	Normally 120 at level 4, at least 120 at level 5	HNC or Certificate of Higher Education	All HND students are awarded a Pearson Certificate of Achievement for successfully completed credits.
Foundation Degree	240	Normally 120 at Level 4 and at least 120 at Level 5	Certificate of Higher Education	A proportion of the credits will be awarded for learning based in the workplace. The proportion, which will be approved at validation, must be sufficient to enable students to demonstrate successful application in the workplace of the range of knowledge, skills and principles learnt throughout the programme.
Honours Degree (Model A)	360	120 at level 4 120 at level 5 120 at level 6	Certificate of Higher Education; Diploma of Higher Education	None
Honours Degree (Model B)	480	120 at level 3 or 4 (Foundation) 120 at level 4 120 at level 5 120 at level 6	Certificate of Higher Education; Diploma of Higher Education	None
Graduate Certificate	60	60 at level 6	None	None
Graduate Diploma	120	120 at level 6	Graduate Certificate	None
Integrated Master's Degree	480	120 at level 4 120 at level 5 120 at level 6 120 at level 7	Certificate of Higher Education; Diploma of Higher education; Honours Degree Postgraduate Certificate	Students are normally expected to complete a Level 7 dissertation or project with a credit value of at least 60 credits

6.5.3 Rules for Progression and Award: Undergraduate

6.5.3.1 Introduction

- (1) Student performance is monitored throughout the academic year and is reviewed by an Examining Board at least once in each academic year. Where appropriate, this includes a decision regarding whether sufficient progress is being made or has been made to move to the next level of study. Progression is the term used to describe the movement from one level of study to the next. At the end of the final level of study, progress is reviewed to see whether the student can be awarded the appropriate award.

6.5.3.2 Processing of Marks

- (1) All numerical calculations relating to assessment marks should be carried out by the central Student Record System. For modules with more than one assessment component, the individual marks should be submitted as percentages. All marks should be submitted as whole numbers.
- (2) It is sometimes the case that a single mark is derived from more than one assessment activity (for example, a portfolio of work or an examination). In such cases, the single mark should be the outcome of adding the marks for each activity rather than the calculation of an average.
- (3) The final mark for a module is rounded to the nearest whole number for the purpose of deciding whether or not a student has passed the module, for all other progression related decisions including condonement, and in all calculations for award classification and all classification related decisions.

6.5.3.3 General Progression and Award Rules

- (1) The pass mark for a module is 40%.
- (2) Some programmes may include a proportion of credits where the module outcome is recorded as a grade rather than a mark. For all such modules, an outcome of Pass or better will count as at least 40% for the purpose of progression decisions.
- (3) A student who accumulates 120 credits at a particular level of study will normally progress to the next level of study.
- (4) Failed modules with a total credit value of up to and including 20 will be condoned at each level of study subject to satisfying the following conditions. Condonement is only permissible for the purposes of progression or award. Failed credits cannot be condoned unless the student has attained a minimum of 100 credits at that level of study. Failed modules can only be condoned provided:
 - they are not core modules for the student's programme of study;
 - the student has achieved a module mark of at least 30%;
 - the student has attempted each of the module's assessment components.

A student is awarded the credits for condoned modules.

- (5) A student who successfully completes at least 120 credits in Level 6 modules in the final level of study of an Honours Degree programme and has no outstanding uncompleted credits at any previous Level shall automatically qualify to be considered for an Honours Degree.
- (6) In the case of students enrolled on an Integrated Master's programme: In order to progress from Level 5 to Level 6 a student must achieve an overall average of at least 50% for the

best marks in at least 100 credits at Level 5. In order to progress from Level 6 to Level 7 a student must achieve an overall weighted average of at least 55% for the best marks in at least 100 credits at Level 5 and for the best marks in at least 100 credits at Level 6 (with Level 5 modules being given a weighting of 1 and Level 6 modules being given a weighting of 2).

- a. Students who fail to meet the additional requirements for progression may be permitted to transfer to an appropriate Honours Degree or may be eligible for an exit award.
- (7) For each Programme of Study, modules may be identified as core modules and/or pass component modules which must be passed before a student can receive credit for the module.
- (8) A student may not normally be re-assessed in any module or unit of assessment for which a pass-mark has already been attained. A student who requests an opportunity be re-assessed in a module which has been condoned may be allowed to do so at the discretion of the Examining Board. Requests to be re-assessed in condoned modules must be made prior to the completion of the programme of study.
- (9) A Certificate of Higher Education may be awarded to a student who has attained 120 credits at Level 4 or above but is unable or is not permitted to progress to the next level of study.
- (10) A Diploma of Higher Education may be awarded to a student who has attained 240 credits of which at least 120 credits are at Level 5 or above and the remainder are at Level 4 or above but is unable or is not permitted to progress to Level 6.

6.5.3.4 Failure and Retrieval

- (1) The maximum number of re-assessment attempts that can be allowed for any module will be two.
- (2) Normally, when a student has failed to complete a module on which they have used all of their attempts and the module is not eligible for condonement, the student will be required to withdraw from the programme.
- (3) A student will not be allowed more than one opportunity to repeat an entire level of study, unless the repeat level is not counted as an attempt due to Mitigating Circumstances. A student who fails to complete a level of study at the second attempt may, at the discretion of the Examining Board, be permitted to retrieve failed modules through repeating specific modules or be re-assessed in failed assessment components if to do so would not breach paragraph 6.5.3.4 (1).
- (4) An Examining Board can decide the retrieval position of a student who has not reached the end of a level, but has failed completed module(s) and/or has failed to attempt an assessment component of incomplete module(s). A key consideration is that the decision needs to be in best interest of the student and to ensure consistency and parity across the cohort.

The following procedures shall normally be observed:

1. For students with 20 or fewer credits to retrieve:
 - a) Any student with 20 or fewer credits to retrieve shall be offered re-work/re-sit opportunity/replacement module during the next term, to be considered at the next Exam Board.
2. For students with more than 20 credits to retrieve:

- a) Any student with more than 20 credits to retrieve shall be offered re-work/re-sit opportunity for a maximum of 40 credits during the next term, to be considered at the next Exam Board. Any outstanding credits shall be offered as re-work/re-sit/replacement module at the next available opportunity, with all remaining credits offered for retrieval at the end of the student's level of study. The credits offered for retrieval shall be determined based on the following principles:
 - i. Retrieval of a full module shall be prioritised over retrieval of components from multiple modules.
 - ii. Retrieval of re-works shall be prioritised over retrieval of re-sits.
 - iii. Where multiple re-works of full modules are to be retrieved, the module in which the student received higher marks shall be offered.
 - iv. Retrieval of failed re-works and/or re-sits shall be prioritised over retrieval of first attempts.
3. For students with work still under investigation for Academic Misconduct:
- a) Any student with one or more components under investigation for Academic Misconduct within a module shall not be offered retrieval for other components within that module until the investigation has concluded. Retrieval may be offered for components of other modules based upon the above principles.
4. For students with more than 40 credits to retrieve, their retrieval position should be considered at the end of level Examining Board.
- (5) The retrieval position of a student who, at the end of a level of study, does not satisfy the criteria for progression or award will be decided by the relevant Examining Board in the following guidelines will normally be observed:
- (a) Where a student has failed assessment components with a credit value of 20 or equivalent in terms of notional study hours, the student may, at the discretion of the relevant Examining Board, be allowed to proceed to the next level conditionally.
 - (b) In such cases the student must either redeem the failure, or attain equivalent credit in a different module at a future date, subject to the agreement of the relevant Programme Manager.
 - (c) A student will not be eligible for the consideration of an award until the credit has been attained. In quantifying equivalence, the failed proportion of credit would equate to a maximum notional total of 200 hours of work to successfully complete. This regulation can only be applied by an Examining Board if:
 - i. the student has passed all other modules in the level of study under consideration;
 - ii. any failed module was not a core module for that particular programme.
- A student will not be allowed to progress to Level 6 without having successfully completed Level 4.
- (d) Where a student has failed modules worth 60 notional credits or less, the student will normally be re-assessed in the failed assessment components of some or all of the failed modules during the next appropriate assessment period as determined by the relevant Examining Board. In determining whether a student should be re-assessed in some or all failed assessment components, the Examining Board should consider the student's overall profile and the possibility of condonement and/or conditional progression.
 - (e) Where a student has failed modules worth more than 60 notional credits, the student will normally be required to repeat the failed modules, except in cases where a student has

failed all modules in a level. In such a case at the discretion of the Examining Board, the student may be required to withdraw from the programme, but may be eligible for an exit award. Notwithstanding paragraph 6.5.3.3 (8), where a student is required to repeat failed modules, the student may be required to repeat the entire level of study if due to the nature and structure of the programme it is not appropriate to repeat individual modules.

- (6) In all cases, where a student has failed module(s) which are not eligible for condonement, and the student has not made an effort to engage with the programme of study and/or has failed to attempt a majority of components in modules within the current Semester/Term, the Examining Board may decide that the student should not be permitted to be re-assessed and should be required to withdraw from the programme.
- (7) If a student is re-assessed in a failed module in which there is only one assessment component, the mark awarded for the module is capped at 40%. The work is assessed in the normal way using the entire mark range. However, if the mark achieved is more than 40%, a mark of 40% is actually displayed on the student's transcript and used for classification purposes.
- (8) If a student is re-assessed in a failed module in which there is more than one assessment component, the mark awarded for the failed component of the assessment is capped at 40%. The work is assessed in the normal way using the entire mark range. However, if the mark achieved is more than 40%, a mark of 40% is actually used for the purpose of calculating the overall mark for the module, displayed on the student's transcript and used for classification purposes. In such cases, provided the student has not failed every component it is therefore possible to achieve an overall mark of over 40%.
- (9) A student who has had requests to be re-assessed without penalty upheld as a result of extenuating circumstances processes will be allowed to be re-assessed at the next appropriate assessment period without additional penalty in terms of capped marks or number of permitted assessment attempts.
- (10) The following criteria must be considered before a student is allowed the opportunity to repeat a module or repeat a level:
 - the student would be able to complete the award within the prescribed time limits;
 - the student has made an effort to complete the requirements of the Programme of Study;
 - the student's attendance record has generally been satisfactory;
 - the student has engaged with the University's procedures for mitigating circumstances where appropriate;
 - the student agrees to undertake any action considered necessary by the Programme Team to demonstrate his/her readiness to engage with the Programme of Study;
 - there is a reasonable likelihood that the student would be successful;
 - the student is not unfairly advantaged or disadvantaged.
- (11) A student who is required to repeat failed modules must agree to forfeit any marks and credit already achieved in the modules to be repeated.
 - a. A student who is required to repeat the entire level of study must agree to forfeit all marks and credit already achieved for that level of study. Forfeited marks cannot subsequently be used to determine the student's degree classification or in awarding credit.
 - b. Where a student is permitted to repeat a module or repeat an entire level of study, the relevant Examining Board must provide clear direction regarding whether or not the marks for the repeated modules should be capped. Normally marks would only be capped in cases where the marks had previously been reduced due to accepted or substantiated case of Academic Misconduct.

- (12) In the case of a student who is required to repeat Level 4 by an Examining Board, the student may be required to transfer to an award of Certificate of Higher Education or an appropriate lower award.
- (13) In the case of trainees on the BA Primary Education, a student who repeats an entire level of study will not normally be required to forfeit the credit gained for Professional Teaching Experiences modules.
- (14) Students who are offered to repeat failed modules or levels of study do as if for the first time.
- (15) Subject to the approval of the Programme Manager, a student may register on and complete a substitute module at the same level and with the same credit values in place of a failed module. In such cases, assessment of the substitute module(s) will be subject to the same conditions as the original module, including possible capping of marks.
- (16) A student on a programme leading to a professional qualification or subject to a specific jurisdictional authority who fails to meet any relevant specified additional requirements may be prevented from progressing or may be required to withdraw from the programme. The relevant Examining Board may offer such a student an exit qualification.
- (17) Progression regulations for programmes that lead to professional qualifications or are subject to a specific jurisdictional authority sometimes differ from the University's general progression rules. In such cases, the Professional Body Regulations and/or jurisdictional authority requirements may take precedence over the general progression rules provided they meet the standards required by the University for its awards. Such precedence will be specified during the validation process.

6.5.4 Presentation of marks

6.5.4.1 Performance Indicators

- (1) When determining progression issues, Examining Boards shall be provided by the Registry with all marks of assessment undertaken during the academic year using indicators agreed with the Registry.

6.5.4.2 Disclosure of marks

- (1) A distinction is drawn between provisional marks and approved marks. Approved marks are those that have been agreed at the appropriate Examining Board.
- (2) All marks will be disclosed to students when available either during or at the end of the academic session as appropriate. Any marks released prior to formal approval by an Examining Board are provisional.

6.5.5 Undergraduate Award Classification Regulations

These regulations apply to all Undergraduate programmes.

- (1) The University determines the final degree classification based on the exit velocity of a student as well as the student's performance over time.
- (2) Award regulations for programmes that lead to professional qualifications sometimes differ from the University's general award regulations. In such cases, the Professional Body Regulations may take precedence over the general award regulations provided they meet the standards required by the University for its awards. Such precedence will be specified during the validation process.

- (3) A student's final degree classification shall normally be determined by his or her final overall average mark using the classification boundaries:

Class I	70% and above
Class II (i)	60% up to but not including 70%
Class II (ii)	50% up to but not including 60%
Class III	40% up to but not including 50%
Pass Degree Level	at least 35%

- (4) The final mark for a module is rounded to the nearest whole number for the purpose of calculating the final overall average mark for award classification and all classification related decisions.
- (5) The final overall average mark is rounded to the nearest whole number for award classification and all classification related decisions
- (6) Marks for credits that a student has transferred following study at a different institution or have been awarded for experiential learning will not contribute towards the calculation of the final overall average mark.
- (7) Where the maximum transferable credit allowed has been accepted following study elsewhere, classification will be based on the modules studied at the University
- (8) Marks for credits that a student has transferred following study on a previous programme at the University, or any of the founding institutions, will contribute towards the final overall average mark.
- (9) A student can be considered as borderline if his/her final overall average mark is no more than 2 percentage points below a classification boundary (i.e. no lower than 68% for a Class I, no lower than 58% for a Class II (i) etc.). The exit velocity principle will be applied to the profile of each borderline student in order to decide upon the classification.
- (10) For a borderline student, the result is deemed to be in the upper of the two classifications surrounding the border if at least half the highest level credits used to calculate the final overall average mark were awarded rounded marks that are above the border.
- (11) Methods for calculating the average for purposes of Award Classification are set out in the following table.

Award	Method One: Overall Weighted Average	Method Two: Average at Highest Level
University Certificate of Credit	Unclassified	Unclassified
University Technical Certificate	Unclassified	Unclassified
Foundation Certificate	Unclassified	Unclassified
Certificate of Higher Education		Average of best 100 Credits at level 4 or above
Higher National Certificate (HNC)		Average of best 100 Credits at level 4 or above
Diploma of Higher Education		Average of best 100 Credits at level 5 or above
Higher National Diploma (HND)		Average of best 100 Credits at level 5 or above

Foundation Degree		Average of best 100 Credits at level 5 or above
Honours Degree (Model A + B)	Best 100 Credits at Level 6 will be given a weighting of 2 Best 100 Credits at Level 5 will be given a weighting of 1	Average of best 100 Credits at level 6 or above
Graduate Certificate		Average of best 50 credits at level 6
Graduate Diploma		Average of best 100 credits at level 6
Integrated Master's Degree	Best marks in 100 credits at Level 7 modules will be given a weighting of 3. Best marks in 100 credits at Level 6 modules will be given a weighting of 2. Best marks in 100 credits at Level 5 modules will be given a weighting of 1.	Average of best 100 credits at level 7

6.5.6 Criteria for a Pass Degree

- (1) A student who is registered on an Honours Degree programme, but does not achieve an Honours Degree and who is not permitted to retrieve his/her failure may be awarded a Pass degree provided that he/she has:
- been enrolled on and, where appropriate to the student's circumstances, made an effort to complete the assessment requirements for 360 credits;
 - achieved a final overall average mark of at least 35%;
 - successfully completed a minimum of 60 Level 6 credits.

6.5.7 Converting an Ordinary Degree to an Honours Degree

- (1) A graduate of the University in possession of an Ordinary Degree may be considered eligible for an Honours Degree provided that he/she:
- (a) has been awarded an Ordinary Degree for previous study at the University in a cognate area;
 - (b) has successfully completed a minimum of 60 additional credits at Level 6 at the University on an approved programme of study within the time limits for Honours Degrees (the length of time allowed to complete the programme should be calculated on the basis of the award as a whole and give appropriate allowance for the time spent in the various modes of study and the length of the intervening period between award of the Ordinary degree and enrolment for the Honours conversion);
 - (c) has been deemed by the examiners, upon completion of the additional credits, to have satisfied in full the requirements for the award of an Honours Degree, together with any specific requirements particular to the programme in question;
 - (d) has fulfilled any further condition(s) identified by the University.
- (2) The University reserves the right to increase the additional number of credits that must be successfully completed in order to convert an Ordinary Degree to an Honours Degree based on consideration of:
- (a) the length of time that has elapsed since the Ordinary Degree was awarded;
 - (b) the extent of the compatibility of the Honours Degree programme being sought with the Ordinary Degree already awarded.

- (3) A student wishing to convert an Ordinary Degree to an Honours degree will not be allowed to transfer credits from study at a different institution via the credit transfer process as part of the additional credit requirements.
- (4) A student wishing to convert an Ordinary Degree to an Honours degree will be required to surrender the Ordinary Degree previously awarded, and to return the existing certificate to the University prior to the issuing of an Honours Degree certificate.
- (5) Classification of an Honours award for a student wishing to convert an Ordinary Degree to an Honours Degree shall normally be based on Method Two (Section 6.5.5 (11)) only using the best marks in at least 100 credits at Level 6.
- (6) However, it could be decided that marks from other credits previously attained would also contribute to the final overall average. Details of the credits contributing towards the final overall average mark would need to be formally agreed and documented by the RPEL Board at initial registration. Such agreement should be based upon the Programme Director's recommendations for appropriately reflecting the programme's learning outcomes in classifying the award.
- (7) For a student with an Ordinary Degree required to study more than 100 credits at Level 6 under paragraph 6.5.7 (2), final classification will be based on Method Two (Section 6.5.5) only using the best marks in 100 credits at Level 6 modules studied at the University.
- (8) In other respects, the assessed study shall be governed under the University's regulations for Honours Degrees.

6.6 Postgraduate Taught Awards

6.6.1 Introduction

- (1) This section details the progression and award regulations for Level 7.
- (2) Students who fail to progress or complete award will be eligible for an exit award provided they meet the requirements of that award.
- (3) In exceptional circumstances, the University may decide to utilise contingency regulations which will apply to ensure that students have the opportunity to progress or achieve an award in light of those exceptional circumstances. The University's contingency regulations aim to preserve the University's required standards and ensure that students are not unfairly disadvantaged by events beyond the University's control. The University's contingency progression and award regulations will be published as an appendix to this chapter. The University will consider the appropriateness of the contingency regulations and may revise them to meet the needs of the exceptional circumstances as they develop. In such circumstances, the University will formally notify students about any changes to regulations.

6.6.2 Postgraduate Awards

Award Title	Credits total	Credits per level	Exit Award	Other Conditions or Awards
University Technical Certificate	40	40 at level 7	None	None
Pre-Master's Certificate	60	60 at level 6	None	None
Pre-Master's Diploma	120	120 at level 6	Pre-Master's Certificate	None

Postgraduate Certificate	60	60 at level 7	None	None
Postgraduate Diploma	120	120 at level 7	Postgraduate Certificate	None
Master's Degree	180	180 at level 7	Postgraduate Certificate; Postgraduate Diploma	Normally 120 Level 7 taught credits (Part I) and a Level 7 dissertation or project with a credit value of 60 (Part II).
Master of Fine Arts	240	240 at level 7	Postgraduate Certificate; Postgraduate Diploma	Normally 120 Level 7 taught credits (Part I), a Level 7 dissertation or project with a credit value of 60 (Part II), and a Level 7 practical project with a credit value of 60 (Part III)

6.6.3 Rules for Progression and Award: Postgraduate

6.6.3.1 Introduction

- (1) Student performance is monitored throughout the academic year and is reviewed by an Examining Board at least once in each academic year. Where appropriate, this includes a decision regarding whether sufficient progress is being made or has been made to move to the next part of study. At the end of the final level of study, progress is reviewed to see whether the student can be awarded the appropriate award.

6.6.3.2 Processing of Marks

- (1) All numerical calculations relating to assessment marks should be carried out by the central Student Record System. For modules with more than one assessment component, the individual marks should be submitted as percentages. All marks should be submitted as whole numbers.
- (2) It is sometimes the case that a single mark is derived from more than one assessment activity (for example, a portfolio of work or an examination). In such cases, the single mark should be the outcome of adding the marks for each activity rather than the calculation of an average.
- (3) The final mark for a module is rounded to the nearest whole number for the purpose of deciding whether or not a student has passed the module, for all other progression related decisions including condonement, and in all calculations for award classification and all classification related decisions.

6.6.4 Part I (Taught Element): Rules for Progression and Award

- (1) The pass mark for a module is 50%.
- (2) A student who accumulates 120 credits at Level 7 in Part I will normally progress to Part II.
- (3) Failed modules with a total credit value of up to and including 20 at Part I will be condoned subject to satisfying the following conditions. Failed credits cannot be condoned unless the

student has attained a minimum of 100 credits. Failed credits can only be condoned provided:

- they are not core modules for the student's Programme of Study;
- the student has attempted each of the module's assessment components;
- the overall mark for Part I is at least 50%;
- the student has achieved a module mark of at least 45%.

A student is awarded the credits for a condoned module.

- (4) For each Programme of Study, modules may be identified as core modules which must be passed before a student can progress to the next level of study.
- (5) A student may not be re-assessed in any module or unit of assessment for which a pass-mark has already been attained. A student who requests an opportunity be re-assessed in a module which has been condoned may be allowed to do so at the discretion of the Examining Board. Requests to be re-assessed in condoned modules must be made prior to the completion of the programme of study.

6.6.4.1 Failure and Retrieval

- (1) The maximum number of re-assessment attempts that can be allowed for a particular module will be one.
- (2) Normally, when a student has failed to complete a module on which they have used all of their attempts and the module is not eligible for condonement, the student will be required to withdraw from the programme.
- (3) An Examining Board may decide the retrieval position of a student who has not reached the end of Part I, but has failed completed module(s) and/or has failed to attempt an assessment component of incomplete module(s).
- (4) Where an Examining Board has considered the retrieval position of a student who has not reached the end of Part I, but has reached the maximum number of attempts for a module may be allowed by the board to register for a Postgraduate Certificate and to enrol on an appropriate number of credits to complete that award.
- (5) The retrieval position of a student who, at the end of Part I, does not satisfy the criteria for progression will be decided by the relevant Examining Board in accordance with the following guidelines:
 - (a) Where a student has failed modules worth 60 notional credits or less, the student will normally be re-assessed in the failed assessment components of some or all of the failed modules during the next appropriate assessment period as determined by the relevant Examining Board. In determining whether a student should be re-assessed in some or all failed assessment components, the Examining Board should consider the student's overall profile and the possibility of condonement.
 - (b) Where a student has failed modules worth more than 60 notional credits, the student will normally be required to repeat the failed modules except in cases where a student has failed all modules in a level. In such a case, at the discretion of the Examining Board, the student may be required to withdraw from the programme, but may be eligible for an exit award.
- (6) In all cases, where a student has failed module(s) which are not eligible for condonement, and the student has not made an effort to engage with the programme of study and/or has failed to attempt a majority of components in modules within the current Semester/Term, the

Examining Board may decide that the student should not be permitted to be re-assessed and should be required to withdraw from the programme.

- (7) If a student is re-assessed in a failed module in which there is only one assessment component, the mark awarded for the module is capped at 50%. The work is assessed in the normal way using the entire mark range. However, if the mark achieved is more than 50%, a mark of 50% is displayed on the student's transcript and used for classification purposes.
- (8) If a student is re-assessed in a failed module in which there is more than one assessment component, the mark awarded for the failed component of the assessment is capped at 50%. The work is assessed in the normal way using the entire mark range. However, if the mark achieved is more than 50%, a mark of 50% is actually used for the purpose of calculating the overall mark for the module. In such cases, provided the student has not failed every component it is therefore possible to achieve an overall mark of over 50%
- (9) A student who has had requests to be re-assessed without penalty upheld by the Extenuating Circumstances Panel will be allowed to be re-assessed at the next appropriate assessment period without penalty in terms of capped marks or number of permitted assessment attempts.
- (10) The following criteria must be considered before a student is allowed the opportunity to repeat a module:
 - the student would be able to complete the award within the prescribed time limits;
 - the student has made an effort to complete the requirements of the Programme of Study;
 - the student's attendance record has generally been satisfactory;
 - the student has engaged with the University's procedures for mitigating circumstances where appropriate;
 - the student agrees to undertake any action considered necessary by the Programme Team to demonstrate his/her readiness to engage with the Programme of Study;
 - there is a reasonable likelihood that the student would be successful;
 - the student is not unfairly advantaged or disadvantaged.
- (11) A student who is required to repeat failed modules must agree to forfeit any marks and credit already achieved in the modules to be repeated.
 - a) Forfeited marks cannot subsequently be used to determine the student's degree classification or in awarding credit.
 - b) Where a student is permitted to repeat a module, the relevant Examining Board must provide clear direction regarding whether or not the marks for the repeated modules should be capped. Normally marks would only be capped in cases where the marks had previously been reduced due to accepted or substantiated unfair practice.
- (12) An attempt at assessment during a repeated module shall be regarded as being the final opportunity for a student to redeem a failure except in cases where the student had requests to be re-assessed without penalty approved by a Case Officer or had not completed the relevant components due to having Compensatory Measures in place (see Mitigating Circumstances Policy) for specific modules.
- (13) Subject to the approval of the Programme Manager, a student may register on and complete a substitute module with the same credit values in place of a failed module. In such cases, assessment of the substitute module(s) will be subject to the same conditions as the original module, including possible capping of marks.

- (14) A student on a programme leading to a professional qualification or subject to a specific jurisdictional authority who fails to meet any relevant specified additional requirements may be prevented from progressing or may be required to withdraw from the programme. The relevant Examining Board may offer such a student an exit qualification.
- (15) Progression regulations for programmes that lead to professional qualifications or are subject to a specific jurisdictional authority sometimes differ from the University's general progression rules. In such cases, the Professional Body Regulations and/or jurisdictional authority requirements may take precedence over the general progression rules provided they meet the standards required by the University for its awards. Such precedence will be specified during the validation process.

6.6.5 Part II (Dissertation) and/or Part III (Practical Project): Retrieval of Failure

- (1) A student who fails the dissertation and/or the practical project may be permitted to re-submit on one occasion only, not more than 12 months from the date of the Examining Board which confirms the decision. A fee shall be payable for the examination of such a re-submission and the mark shall be capped at 50%. This will also apply to a student who fails to meet the submission deadline and therefore fails by non-submission.

6.6.6 Presentation of marks

6.6.6.1 Performance Indicators

- (1) When determining progression issues, Examining Boards shall be provided by the Registry with all marks of assessment undertaken during the academic year using indicators agreed with the Registry.

6.6.6.2 Disclosure of marks

- (1) A distinction is drawn between provisional marks and approved marks. Approved marks are those that have been agreed at the appropriate Examining Board.
- (2) All marks will be disclosed to students when available either during or at the end of the academic session as appropriate. Any marks released prior to formal approval by an Examining Board are provisional.

6.6.7 Postgraduate (Taught) Degree Classification Regulations

- (1) These regulations apply to all Postgraduate Taught Degree programmes.
- (2) Award regulations for programmes that lead to professional qualifications sometimes differ from the University's general award regulations. In such cases, the Professional Body Regulations may take precedence over the general award regulations provided they meet the standards required by the University for its awards. Such precedence will be specified during the validation process.
- (3) Where a degree programme consists of more than one part, all parts must be completed before they may qualify for that award.
- (4) A student's final degree classification shall normally be determined by his or her final overall average mark using the classification boundaries:

70% and over	Distinction
60% up to but not including 70%	Merit
50% up to but not including 60%	Pass
0% up to but not including 50%	Fail

- (5) The final mark for a module is rounded to the nearest whole number for the purpose of calculating the final overall average mark for award classification and all classification related decisions.
- (6) The final overall average mark is rounded to the nearest whole number for award classification and all classification related decisions.
- (7) Marks for credits that a student has transferred following study at a different institution or have been awarded for experiential learning will not contribute towards the calculation of the final overall average mark.
- (8) Where the maximum transferable credit allowed has been accepted following study elsewhere, classification will be based on the modules studied at the University.
- (9) Marks for credits that a student has transferred following study on a previous programme at the University, or any of the founding institutions, will contribute towards the final overall average mark.
- (10) For Part I, a student can be considered as borderline if his/her final overall average mark is no more than 2 percentage points below a classification boundary (i.e. no lower than 68% for a Distinction no lower than 58% for Merit. The exit velocity principle will be applied to the profile of each borderline student in order to decide upon the classification.
- (11) For Part I, the result is deemed to be in the upper of the two classifications surrounding the border if at least half the credits used to calculate the final overall average mark were awarded rounded marks that are above the border.
- (12) Methods for calculating the average for purposes of Award Classification are set out in the following table.

Degree Programme	Part I Calculation	Final Calculation	Additional Requirements: Distinction	Additional Requirements: Merit
University Technical Certificate	Average of 40 credits			
Pre-Master's Certificate	Average of best 50 credits			
Pre-Master's Diploma	Average of best 100 Credits			
Postgraduate Certificate	Average of best 50 credits			
Postgraduate Diploma	Average of best 100 credits			
Master's Degree	Average of best 100 credits	Average of Part I and II	Distinction: Part I above 60 Part II above 70	Merit: Part I above 50 Part II above 60
Master of Fine Arts	Average of best 100 credits	Average of Part I, II and III	Distinction: Part I above 60 Part II and III above 70	Merit: Part I above 50 Part II and III above 60

6.7 PGCE Programme Awards

- (1) Students who fail to progress or complete award will be eligible for an exit award provided they meet the requirements of that award.

6.7.1 PGCE Programmes

Award Title	Credits total	Credits per level	Exit Award	Other Conditions or Awards
Professional Graduate Certificate in Education Primary/Secondary with QTS	120	120 at level 6 or above	None	None
Post Graduate Certificate in Education Primary/Secondary with QTS	120	40 at level 7 80 at level 6 or above	None	None
Post Compulsory Education and Training (PCET)	120	60 at level 6 60 at level 5 or above	Certificate in Teaching Skills where he/she has successfully completed at least 60 credits at Level 5 or above and completed at least 50 hours of teaching practice	
Professional Certificate in Education (PCE)	120	60 at level 6 60 at level 5 or above	Graduate Certificate in Teaching Skills where he/she has successfully completed at least 60 credits at Level 6 or above and completed at least 50 hours of teaching practice.	
Professional Graduate Certificate in Education (PGCE)	120	120 at level 6		
Post Graduate Certificate in Education (PGCE)	120	60 at level 7 60 at level 6 or above		

6.7.2 Post Graduate Certificate in Education and Professional Graduate Certificate in Education (PGCE) Primary / Secondary with QTS

- (1) A Professional Graduate Certificate in Education Primary / Secondary with QTS or a Post Graduate Certificate of Education Primary / Secondary with QTS is awarded to a student who successfully meets the requirements as laid down in these regulations.

- (2) In exceptional circumstances, the University may decide to utilise contingency regulations which will apply to ensure that students have the opportunity to progress or achieve an award in light of those exceptional circumstances. The University's contingency regulations aim to preserve the University's required standards and ensure that students are not unfairly disadvantaged by events beyond the University's control. The University's contingency progression and award regulations will be published as an appendix to this chapter. The University will consider the appropriateness of the contingency regulations and may revise them to meet the needs of the exceptional circumstances as they develop. In such circumstances, the University will formally notify students about any changes to regulations. These changes will be approved by the accrediting body with respect to QTS.

6.7.2.1 PGCE Primary / Secondary with QTS Regulations

- (1) In order to qualify for the Professional Graduate Certificate in Education Primary / Secondary with QTS, a student must successfully complete a minimum of 120 credits at Level 6.
- (2) In order to qualify for the Post Graduate Certificate in Education Primary / Secondary with QTS, a student must successfully complete a minimum of 120 credits, of which at least 40 credits must be at Level 7 and the remainder at Level 6.
- (3) The outcome for a module is recorded as a Grade on the scale Grade A to Grade E.
- (4) In order to pass a module that forms part of any of these programmes, students are required to achieve at least a Grade D.
- (5) All students following initial teacher training programmes are required to demonstrate achievement of standards for Qualified Teacher Status (QTS) in University-based and Professional Teaching Experiences contexts. Further details can be found in the validation documents and Programme of Study Handbooks for each programme.
- (6) A non-credit bearing module with a mark of pass/fail will normally be recorded on each student's transcript to show if they demonstrated their achievement of the required standards.
- (7) Examining Boards will only be allowed to consider students for the award on which they are registered.

6.7.2.2 Failure and Retrieval

- (1) The maximum number of re-assessment attempts that can be allowed for any Level 6 module will be two and for any Level 7 module will be one. Where a student fails to complete a module which has been re-assessed for a second time in a Level 6 module or which has been re-assessed in a Level 7 module, the student will be required to withdraw from the programme.
- (2) Where a student has failed modules worth 60 credits or less, the student will normally be re-assessed in failed assessment components of some or all of the failed modules during the next appropriate assessment period as determined by the relevant Examining Board. Where a student has failed modules worth more than 60 credits, the student will be required to repeat the failed modules.
- (3) Where a student has failed a Level 6 module for the second time, the student will be required to repeat the failed module.
- (4) The re-assessment of Professional Teaching Experiences will be conditional upon the availability of a suitable school.

- (5) If a student is re-assessed in a failed module, the Grade recorded is capped as a Grade D.
- (6) A student who has had requests to be re-assessed without penalty upheld by the Extenuating Circumstances Panel will be allowed to be re-assessed without penalty at the next appropriate assessment period without penalty in terms of capped grades or number of permitted assessment attempts.
- (7) The following criteria must be satisfied before a student is allowed the opportunity to repeat a module:
 - the student would be able to complete the award within the prescribed time limits;
 - there is a reasonable likelihood that the student would be successful;
 - the student is not unfairly advantaged or disadvantaged.
- (8) A student who is required to repeat failed modules must agree to forfeit any marks and credit already achieved in the modules to be repeated. Where a student is permitted to repeat a module, the relevant Examining Board must provide clear direction regarding whether or not the grades for the repeated modules should be capped. Normally grades would only be capped in cases where a mark of 0% had been recorded due to accepted or substantiated unfair practice.
- (9) An attempt at assessment during a repeated module shall be regarded as being one of the permitted opportunities for a student to redeem a failure except in cases where the student had requests to be re-assessed without penalty upheld by the Extenuating Circumstances Panel or had not completed the relevant components due to having Compensatory Measures in place for specific modules.

6.7.2.3 Teach First Post Graduate Certificate in Education and Professional Graduate Certificate in Education (PGCE) Primary / Secondary with QTS

- (1) A student who fails, may, on the recommendation of the Examining Board, be re-presented for re-assessment on one occasion only. The conditions under which such re-assessment may take place are described in the relevant validation documents.

6.7.3 Presentation of marks

6.7.3.1 Performance Indicators

- (1) When determining progression issues, Examining Boards shall be provided by the Registry with all marks of assessment undertaken during the academic year using indicators agreed with the Registry.

6.7.3.2 Disclosure of marks

- (1) A distinction is drawn between provisional marks and approved marks. Approved marks are those that have been agreed at the appropriate Examining Board.
- (2) All marks will be disclosed to students when available either during or at the end of the academic session as appropriate. Any marks released prior to formal approval by an Examining Board are provisional.

6.7.3.3 Post Compulsory Education and Training (PCET): Professional Certificate in Education (PCE), Professional Graduate Certificate in Education (PGCE) and Post Graduate Certificate in Education (PGCE)

- (1) A Professional Certificate in Education (PCE) or a Professional Graduate Certificate in Education (PGCE) or a Post Graduate Certificate of Education (PGCE) Post Compulsory Education and Training is awarded to a student who successfully meets the requirements as laid down in these regulations.
- (2) The processes for managing the assessment of modules, the awarding of credit and the rules for progression for modules at Level 5 and Level 6 follow the same principles as those outlined in the Rules for Progression and Award Undergraduate
- (3) The process for managing the assessment of modules, the awarding of credit and the rules for progression for modules at Level 7 follow the same principles as those outlined in Rules for Progression and Award Postgraduate (Taught)

6.7.3.4 PCE PCET and PGCE PCET Regulations

- (1) In order to qualify for the Professional Certificate in Education Post Compulsory Education and Training (PCET), a student must successfully complete a minimum of 120 credits, of which at least 60 credits must be at Level 6 and the remainder at Level 5.
- (2) In order to qualify for the Professional Graduate Certificate in Education Post Compulsory Education and Training (PCET), a student must successfully complete a minimum of 120 credits at Level 6.
- (3) In order to qualify for the Post Graduate Certificate in Education Post Compulsory Education and Training (PCET), a student must successfully complete a minimum of 120 credits, of which at least 60 credits must be at Level 7 and the remainder at Level 6.
- (4) Where the student's programme includes credit transfer, a clear decision must be made at the start of the student's period of study regarding whether or not the successful applicant could potentially be eligible for a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET with Merit or Distinction.
- (5) The student's final overall average mark will be calculated using the best marks in at least 100 credits at Level 5 or above. Where the lowest mark occurs in a module with a credit value of more than 20, then the mark will be included in the calculation of the overall average for a proportion of the credit value such that marks for 100 credits are still used.
- (6) A student who successfully completes a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET and attains a final overall average mark of at least 70% shall be eligible for an award with Distinction.
- (7) A student who successfully completes a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET can be considered borderline for a Distinction if his/her final overall average mark is no more than 2 percentage points below a Distinction. In the event that such a student has achieved a rounded mark of at least 70% in at least half of the credits used in calculating the final overall average mark, then the student shall be eligible for an award with Distinction.
- (8) A student who successfully completes a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in

Education PCET and attains a final overall average mark of at least 60% shall be eligible for an award with Merit.

- (9) A student who successfully completes a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET can be considered borderline for a Merit if his/her final overall average mark is no more than 2 percentage points below a Merit. In the event that such a student has achieved a rounded mark of at least 60% in at least half of the credits used in calculating the final overall average mark, then the student shall be eligible for an award with Merit.
- (10) A maximum of 80 credits may be transferred towards a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET. For the Professional Certificate of Education PCET, such credits may be at Levels 5 and 6, with no more than 60 at Level 5. For the Professional Graduate Certificate in Education PCET, such credits must be at Level 6. For the Postgraduate Certificate in Education PCET, such credits may be at Levels 6 and 7, with no more than 60 at Level 6. In cases of credit transfer for the Professional Certificate in Education PCET and the Professional Graduate Certificate in Education PCET, a minimum of 40 credits at Level 6 must be achieved for study at the University. In cases of credit transfer for the Post Graduate Certificate in Education PCET, a minimum of 40 credits at Level 7 must be achieved for study at the University.

6.8 Procedure for awarding an Aegrotat Award

- (1) It is sometimes possible to award an Aegrotat Award to a student who is prevented from completing all the assessment associated with an award normally due to the diagnosis of a life-limiting condition during their studies. This section defines the procedure for awarding Aegrotat Awards.
- (2) A student will not normally be considered for an Aegrotat Award unless he/she has successfully completed at least 75% of the credits contributing towards the award and evidence has been produced to demonstrate that he/she has met the programme's learning outcomes.
- (3) A student wishing to be considered for an Aegrotat Award should make a formal application to the Special Cases Committee at the earliest possible opportunity.
- (4) The Programme Manager should provide as much information as possible regarding the causes which prevented the student from attempting the whole or part of an assessment, together with evidence of the prospects of the student taking the assessment in a subsequent year within his/her time limits for completing the degree.
- (5) If it is considered necessary, the student may be asked to provide more detailed external evidence to support his/her application to be considered for an Aegrotat Award.
- (6) The Special Cases Committee should make a recommendation regarding the Aegrotat Award to the relevant Examining Board based on the information provided.
- (7) The Examining Board will decide whether or not to award an Aegrotat Award based on the recommendation of the Special Cases Committee. The Examining Board's decision will be final.

6.9 Procedure for awarding a Posthumous Award

- (1) In the sad event of a posthumous award being considered, it is the responsibility of the Dean of Institute and APVC Academic Experience (or nominee) to approve the level of award to be made, consulting with the Head of Registry and Programme Manager as necessary.

- (2) The award conferred is normally the next exit award for which the student would have been eligible, based on the stage of the programme of study they had commenced.
- (3) The relevant Dean and APVC (Academic Experience) may confer an unclassified Honours Degree/Master's degree in cases where there is strong evidence that the deceased student would have achieved a degree, as long as the amount of study the student carried out is greater than the amount normally associated with the Diploma of Higher Education/Postgraduate Diploma.
- (4) In cases where there are outstanding academic requirements, the following options are available to the Examining Board:
 - a. Approval can be given by the relevant Dean and APVC (Academic Experience) to waive the outstanding requirements of the degree.
 - b. Approval can be given by the relevant Dean and APVC (Academic Experience) to take any further action necessary to complete the outstanding requirements and permit the award of the qualification (for example, typing up of draft assignments).
 - c. A lower award than that for which the deceased student was registered can be recommended, if this would be the most appropriate option.
- (5) In cases where the deceased student owes fees to the University, it will disregard and clear the debt.
- (6) The relevant Dean and APVC (Academic Experience) are responsible for liaising with the Family and the Head of Registry as to how this award should be conferred. Three options are possible:
 - a. The award could be made by post;
 - b. The award could be made at a small private ceremony or meeting of family with staff concerned;
 - c. The award could be at the next appropriate Graduation Ceremony where the student's name could be read out in the normal way, followed by a brief statement of the posthumous nature of the award.

6.10 Taught Provision Examining Boards

- (1) All assessment decisions are provisional until confirmed by the Examining Board.
- (2) All External Examiners are expected to provide written confirmation that:
 - an appropriate sample of assessed student work for moderation has been viewed;
 - internal marking is of an appropriate standard and consistency;
- (3) External examiners may attend the Examining Board via video-link or audio link, or in person.

6.10.1 Pre-Examining Boards

Institutes are required to convene internal meetings at programme or discipline or Institute level in the absence of their External Examiner(s) as often as is considered necessary and in advance of the Examining Boards in order to:

- assure the accuracy and completeness of the central assessment records;
- ensure that any necessary investigative work has been thoroughly conducted;
- ensure that External Examiners are provided with:
 - appropriate samples of assessed student work for External Examiner moderation;
 - information on any special cases or issues that require particular attention;
 - sufficient evidence in a timely manner to enable them to fulfil their role.

- ensure institutional consistency in the interpretation of regulations across the Academic Disciplines and Institute.

6.10.2 Examining Boards

- (1) The Examining Board confirms the outcomes for each student in each module and the overall profile of the student.
- (2) Examining Boards are normally organised by Institutes in consultation with Registry.
- (3) Students will be considered at an examining board at least once per level of study and at least one per annum.
- (4) Examining Boards serve as the University's mechanism for securing institutional oversight of the assessment process and ensuring institutional consistency in the treatment of its students.

(5) Terms of Reference

- To ensure appropriate consideration of individual students and that the academic standard of programme awards is maintained.
- To ensure that all appropriate University, Professional Body, and Programme regulations are met.
- To approve and endorse the accuracy of the central record, including any amendments.
- To approve and endorse all student progression, award and exit award outcomes.
- To approve and endorse all the retrieval position for students who have failed to satisfy the criteria for progression.
- To secure External Examiner endorsement of all recommendations relating to student progression and award.
- To approve and endorse Professional Body awards, where appropriate.

(6) Membership

Chair:	A senior member of staff of the University with comprehensive knowledge and understanding of the University's academic regulations
External Examiner:	External examiners
Members:	Lead staff responsible for teaching and/or assessing the provision under consideration
Secretary:	Registry appointment

(7) Quoracy

Actual membership for Examining Board in the form of a list of named individuals shall be determined and approved by the Chair prior to the meeting of the Board and the following quoracy adopted:

- Chair
- At least one External Examiner who will comment on the consistent and fair application of policies and procedures ensuring the integrity and rigour of academic practices.
- At least one third of named other members.

Where a meeting is not quorate, the Examining Board must not proceed.

6.10.3 Examining Board Minutes

Following an Examining Board, the minutes will be confirmed by the Chair and stored centrally.

6.10.4 Chair's Action for Examining Boards

- (1) Subsequent to the Examining Board, marks may only be amended under the following circumstances - if:
 - Chair's Action was granted at the Examining Board;
 - A Mark Amendment Form has been signed by the chair of the Examining Board;
- (2) It is expected that marks will be presented on time and inputted to the Student Records System in line with the published schedule.
- (3) It is acknowledged that in certain cases, normally relating to ongoing academic or non-academic misconduct investigations, fitness to study or practise processes or the impact of delayed placements, or compensatory measures marks may not be available in time for an Examining Board meeting. In such cases where a decision cannot be made at the scheduled Board the appropriate profile(s) will be recorded as 'Subject to Chair's Action'.
- (4) In these exceptional circumstances, the Chair of the Examining Board will be responsible for confirming the final outcome. It is at the discretion of the Chair to make a judgement on whether the volume and nature of such activity would warrant the Examining Board to be reconvened in order to consider the updated profile(s).
- (5) All proceedings that are authorised by the Chair outside of the main meeting will be reported to the Board at the next available opportunity.

6.10.5 Appeals against decisions of Examining Boards

- (1) A student who wishes to appeal against a decision of an Examining Board shall be given an opportunity to appeal against the decision by presenting a case in accord with the Academic Appeal Policy.