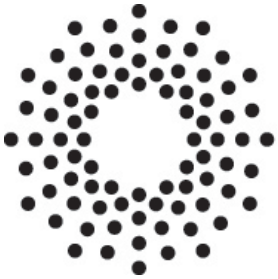

LONDON METROPOLITAN UNIVERSITY

Academic Regulations 2016/17

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Section 1 – Introduction to the Academic Regulations

1.1 Foreword

Statement of Educational Character and Mission, 2015-2020

OUR MISSION

London Metropolitan University transforms lives through excellent education as a teaching-led, student focused institution, with this being supported by scholarship and research. We aim to meet society's needs through our socially responsible agenda, and build rewarding careers for our students, staff and partners.

OUR EDUCATIONAL CHARACTER

The educational character of the University is expressed in our *Strategic Plan 2015-2020*, and in particular through its promises to students: to provide an excellent education, preparation for employment and life beyond university and to provide a flexible, supportive, engaging and listening environment to help students learn and develop.

The full text of London Metropolitan University's *Strategic Plan 2015-2020* can be found at: http://www.londonmet.ac.uk/why-london-met/about-the-university/university-publications/strategic-plan-2015-2020/

The University's Academic Regulations

The University's Academic Regulations and their associated Procedures, govern the standards of the University's awards, the responsibilities of students and the formal roles played by staff in relation to admission to the University's courses and programmes of study, assessment of students' work and conferment of awards. They also govern the role of external examiners.

An essential purpose of Academic Regulations is to ensure equity of treatment for students at each stage of their education. This is done by prescribing due process and setting out criteria for making judgements about students' academic performance. The ultimate aim of such a fair framework is that all students, admitted on criteria of ability to achieve one or more awards and benefit from higher education, can gain the highest award for which, by means of their ability and application, they can qualify in the shortest time appropriate for them. The Regulations are written in compliance with, and are subject to, equal opportunities legislation and the University's policies regarding the equality and diversity of its students and staff. They take account of human rights and natural justice considerations.

A further purpose of these Academic Regulations is to protect the academic standing of the University and the academic integrity of its awards, for the benefit of its students and other stakeholders, whether past, present or future.

Many students will be enrolled on courses within the University's undergraduate or postgraduate schemes. The regulatory frameworks which govern these two schemes support the principles of lifelong learning and flexible education through a credit accumulation system compatible with others in the UK and Europe and compliant with the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). The regulatory frameworks can be found later in these Academic Regulations.

Academic Regulations not only describe students' rights but also their responsibilities, for example to attend classes and supervisory sessions, submit work for assessment and to pay money owing to the University as well as to comply with administrative procedures (this will be in students' best interests). Whilst the University makes every effort to disseminate its Academic Regulations effectively, it requires students to familiarise themselves with them. Students are encouraged to

be proactive in seeking advice and guidance where necessary - see particularly the Student Zone on the University's website.

In the event that a post, office, committee, sub-committee or board having responsibilities under these Academic Regulations is deleted or disbanded, the Vice Chancellor may by notice on the University's website substitute an alternative post, office, committee, sub-committee or board.

Reasonable adjustments will be made to any procedure prescribed by these Academic Regulations so that a disabled student is not substantially disadvantaged by the procedure.

The Academic Regulations should be read in conjunction with the University's General Student Regulations which describe, amongst other things, the kind of behaviour expected of students in the University, how to solve or how to complain about any problems which they encounter and how courses may change. The General Student Regulations are available at: www.londonmet.ac.uk/regulations

The University has a public interest disclosure (whistleblowing) procedure through which students can make a confidential disclosure about any alleged malpractice in the University. This is available at: www.londonmet.ac.uk/whistleblowing. The whistleblowing procedure should not be used for issues of dissatisfaction with the University's services, which should be dealt with through the Student Complaints Regulations, or for appeals against academic decisions, which should be with through the relevant appeal procedures in these Regulations.

The Academic Regulations are also to be read in conjunction with the Taught Provision Manual, University policies and codes of practice which pertain to academic matters, published from time to time on the University's web pages.

The Office of the Independent Adjudicator for students in Higher Education (OIA) provides an independent scheme for the review of student complaints. A complainant can bring a complaint to the OIA as soon as he or she has exhausted the University's internal complaints procedure. Further details, including the submission deadlines, can be found at: www.oiahe.org.uk

If you have any enquiries about the Academic Regulations you should, in the first instance, email: academic-registrar@londonmet.ac.uk

Professor John Raftery
Vice-Chancellor (chair of the Academic Board) August 2016

The Academic Regulations in full are available from the University's web site at:
www.londonmet.ac.uk/academic-regulations

1.2 List of abbreviations

AGCE	Advanced General Certificate of Secondary Education
APL	Accreditation of Prior Learning
APEL	Accreditation of Prior Experiential Learning
APCL	Accreditation of Prior Certificated Learning
AVCE	Advanced Vocational Certificate of Education
CATS	Credit Accumulation and Transfer Scheme
ECTS	European Credit Transfer System
ERASMUS	European Community Action Scheme for the Mobility of University Students
FE	Further Education
FHEQ	Framework for Higher Education Qualifications in England, Wales and Northern Ireland
GCSE	General Certificate of Secondary Education
HE	Higher Education
IELTS	International English Testing System
London Met	London Metropolitan University
NARIC	National Academic Recognition Information Centre
NQF	National Qualifications Framework
QAA	Quality Assurance Agency
SLC	Student Loans Company
TOEFL	Test of English as a Foreign Language
UCAS	University and Colleges Admissions Service

1.3 Regulatory definitions

All definitions in this section shall have regulatory force.

These Academic Regulations and their associated Procedures lay down the University's requirements for the maintenance of standards of its approved awards, including awards offered in collaboration with partner institutions or by distance-learning.

These Academic Regulations are made under the University's Articles of Association and Board Regulations. In the case of conflict between these Regulations and the Articles of Association or Board Regulations, the Articles of Association and Board Regulations shall have precedence.

The University reserves the right in exceptional circumstances to amend its Academic Regulations mid-year in accordance with Part 14 of the General Student Regulations.

Scheme regulatory frameworks and course specific regulations approved from time to time on behalf of Academic Board, shall be consonant with these Regulations. In cases where there is variance between these Regulations and any course specific regulations as detailed in a Course Specification, the course specific regulations shall apply. In the absence of any course specific regulations, these Regulations shall apply. In the case of conflict between these Regulations and staff/student handbooks of procedures and/or the Taught Provision Manual, these Regulations shall have precedence.

Words used in the Regulations shall have the meanings assigned to them in the Articles of Association and Board Regulations.

In addition, unless stated otherwise in relation to particular sections of the Academic Regulations:

'academic misconduct' means cheating, plagiarism and collusion, which terms are further defined in the relevant regulations;

'academic year' means the time from the specified date of the beginning of the Autumn term in one calendar year to the specified date of the end of the Summer vacation in the following calendar year. The University's teaching year shall be separately determined for individual schemes or courses;

'accreditation' in the context of APL means credit-rating a course or giving credit to an individual applicant or student in respect of prior learning;

'APL' means the accreditation of prior learning, comprising two components:

(i) 'APCL' means the accreditation of prior certificated learning which has been assessed by the University or comparable body;
(ii) 'APEL' means the accreditation of prior experiential learning which has not previously been assessed by the University or comparable body and is therefore uncertificated;

'appeal' means a request by an individual student for the review of a decision about that student taken in accordance with the Academic Regulations;

'applicant' means a person seeking entry as a student to one of the University's courses or schemes;

'assessment', organised into an 'assessment scheme', means the process by which a student is required to demonstrate to the satisfaction of the examiners that he or she has achieved the learning outcomes and fulfilled the academic requirements of the module or course; on behalf of the University, internal and external examiners 'assess' the student's work against the learning outcomes and requirements of the module or course;

‘assessment board ‘ means a board, comprising of internal and, as appropriate, external examiners and also a secretary, which has powers laid down by Academic Board to manage the process of assessment. There shall be two types of assessment boards:

(i) Awards Boards, which have delegated powers to confer awards on students, subject to these regulations;
(ii) Subject Standards Boards, which have powers to set and monitor standards;

‘assessment criteria’ means indicators of how students’ achievement of learning outcomes of an item of assessed work, a module or a course shall be demonstrated and evaluated;

‘award’ means one of the Degrees, Honorary Degrees, Diplomas or Certificates from time to time approved by the Board of Governors under the University’s Laws and listed in these Regulations; all awards shall be governed by an ‘awards descriptor’ which shall assign the award to a level of study and, where appropriate, credit-rate the award, having regard to the standards generally accepted for UK higher or further education; Statements of Credit, or of Attendance, or of Completion, or of Exceptional Achievement are not ‘awards’ of the University;

‘certificate’ means a formal document issued on behalf of the University which verifies that a student has achieved a specific award;

‘collaborative provision’ means courses which are offered in partnership with other organisations including other educational institutions and which lead to awards of the University;

‘competency standard’ means a competence standard as defined by the Equality Act 2010.

‘completed module’ an undergraduate module is deemed to be completed where the student has passed the module on aggregate or has obtained a mark of at least 25%.

‘completion’ of a level of undergraduate study means that a student has completed (120 credits per level) and passed (90 credits at Level 4, 105 credits at Level 5) sufficient modules to progress without any requirement to repeat modules or assessment from a lower level.

‘course’ means a group of modules approved in accordance with the University’s systems and arrangements in place for managing the quality and standards of taught provision, as forming a coherent pattern of instruction and assessment leading to an award; from one or more ‘courses’ a student may select and propose for approval an individual programme of study leading to an award with a specific title or credit towards that award; courses at the University are normally grouped into ‘schemes’ each governed by a ‘regulatory framework’;

‘course committee’ means a board comprising academic and administrative staff and a secretary which has powers laid down by Academic Board to manage the operation of courses and give particular consideration to course evaluation by students;

‘course leader’ means a person appointed by a Head of School to be responsible for managing a course;

‘course specific regulations’ means regulations specific to a course where these regulations augment, and are subservient to, the overall ‘scheme regulatory framework’;

‘coursework’ means assessed work which is not an examination;

‘credit’ or ‘general credit’ means the value ascribed through the systems and arrangements in place for managing the quality and standards of taught provision, to the learning outcomes of a module, course or award having regard to what is achievable in a given number of learning hours and to the standards generally accepted for UK higher or further education; unless otherwise specified in the

text, credit refers to UK CATS points. Other credit frameworks will be mentioned explicitly where necessary;

'credit-rating' means the procedure of ascribing value to a module, course, or award having regard to the standards generally accepted for UK higher or further education;

'dissertation' means a substantial piece of independent work, synthesising earlier learning, which may be a written piece of work, a project incorporating a report, an artefact incorporating a commentary or equivalent piece of work original to the author, critically reflective and, unless exceptional circumstances prevail, produced under staff supervision;

'documentation' means all forms of record, whether written, typed, electrically or electronically recorded and whether on paper, tape, film, disk or other material;

'enrolment' means the final stage of the process by which a student signs a contract with the University indicating he or she unconditionally agrees to the conditions for acceptance of a place on a University course (or programme of research for research degree students) and provides proof of qualifications and pays the relevant fee. Enrolment shall be for a specified duration with a start and end date;

'examination' means an invigilated time-constrained assessment which shall be one of the following types:
- 'unseen' where the examination paper has not been issued in advance to the student;
- 'seen' where the examination paper has been issued in advance to the student;
- 'prepared' where the student has been issued with a preparatory seen paper (e.g. case study) which he or she may bring into the examination room to assist them in answering an unseen paper;
- 'open' where the student may bring any supporting materials into the examination room;
- 'closed' where students may not bring any supporting materials into the examination room;
- 'restricted' where the student may bring specified supporting materials into the examination room;

'exemption' means a module or part of a course which is not required to be taken by a student;

'exit point' means a stage in a course where a student may withdraw from a course and, having achieved the learning outcomes and fulfilled the requirements for an intermediate award, shall be conferred with that award;

'expulsion' means a decision to terminate an individual student's status where they shall cease to be a student of the University (this includes students enrolled on a course of the University delivered via a collaborative arrangement by another institution). Such students shall be permanently excluded from the University's premises and the use of its facilities and shall not be permitted to complete the award of the University for which they are enrolled;

'external examiner' means a person external to the University appointed under Procedures determined by Academic Board who verifies the standards of courses leading to the University's awards, or the standards of modules contributing to those courses, as being generally accepted for UK higher or further education. External examiners, annually, give an opinion on the standard of performance of students of the University in relation to their peers on comparable courses; 'external examiners' of research degrees verify that an individual student, via production of a thesis or dissertation amongst other things, has reached the required standard for the conferment of a research degree; For taught courses, 'Subject Standards Examiners' and 'Awards Examiners' are the two types of external examiner;

'external student' means a student studying on a course leading to a University award who is not enrolled directly by the University;

'fees' means any fee, deposit or other charge related to a student's studies levied on an applicant or a student by the University;

‘friend’ means a person, who shall normally be a member of staff or student of the University, appointed by a student to assist him or her in the conduct of his or her case at a hearing;

‘Head of School’ or ‘Head of Department’ means a head of a teaching department or head or director of a professional service area;

‘hearing’ means a formal meeting, as provided by these Regulations, to consider an allegation concerning academic misconduct or a representation against termination of a student’s status as a student;

‘intermission of study’ means an exceptional decision permitting an enrolled student to suspend their studies midway through an academic year. Such approval is exceptional and discretionary and may permit intermission for the remainder of a semester or the remainder of the academic year. The maximum period of intermission shall normally be one year.

‘internal examiner’ means a member of the University’s staff appointed under Procedures determined by Academic Board to set and/or mark items of assessed work and, in association with external examiners, verify the standards of the University’s awards as those generally accepted for UK higher or further education; ‘Module Internal Examiner’ means the lead internal examiner for a module;

‘interruption from study’ means a student who notifies the University of their intention to suspend their studies for a semester or academic year prior to enrolment. The maximum period of interruption shall normally be one year.

‘item of assessed work’ means, for example, a single examination, essay, design, artefact, piece of artwork, piece of groupwork, project, dissertation, thesis, presentation, prepared for submission for assessment;

‘learning outcomes’ demonstrate what a student is expected to know, understand or do after completion of a process of learning;

‘level’ means the academic standard of a module, course or award, having regard to the relative learning demand, complexity and depth of study implied by the learning outcomes and the autonomy of the learner and to the standards generally accepted for UK higher or further education;

‘level descriptor’ means a generic statement describing the learning demand, characteristics and context of learning expected at each level against which specific learning outcomes and assessment criteria can be reviewed. The relevant descriptor shall be used to design and validate modules and credit-rate them at the appropriate level;

‘marking criteria’ means indicators of how the standards of students’ performance in assessment shall be evaluated and individually differentiated;

‘marks’ means the numerical measurement of a student’s performance in assessment; ‘pass mark’ shall mean a mark which signifies achievement of the minimum acceptable learning outcomes and fulfilment of the minimum academic requirements of an item of assessed work, or a module or a course and achievement of the relevant learning outcomes;

‘moderation’ means the consideration of students’ marks and results and the consequent adjustment of marks to ensure that marking standards are consistent across the group of students, consistent with standards generally accepted for UK higher or further education;

‘module’ means a part of a course, with learning outcomes, a syllabus and assessment scheme, assigned to a level of study and, where appropriate, credit-rated. The range of module types are as follows:

- ‘core module’ means a module compulsory for study in a programme
- ‘designate module’ means a module chosen by the student from a list of modules specified for study in a programme
- ‘elective module’ means a module chosen by the student from a University-wide range of modules at the appropriate level and for which the student has passed any prerequisites
- ‘option module’ means a module chosen by the student from a range of modules designed to provide opportunities for breadth (extension of knowledge or a modern language module) and depth (subject specific option module).
- ‘prerequisite module’ means a module specified for prior study normally to be passed before other specified modules are taken
- ‘corequisite module’ means a module specified for parallel study with other specified modules
- ‘module outline’ shall mean a description of the learning outcomes, curriculum and assessment scheme for a module

‘module leader’ means a person appointed by a Head of School to be responsible for managing a module;

‘pathway’ or ‘named route’ through a course means a particular combination of modules which lead to a variant of the main award;

‘Personal Academic Tutor’ means a member of academic staff responsible for approving individual programmes of study for students and providing, among other things, authoritative advice and guidance to students on academic and related matters.

‘post-experience’ means a standard entry requirement for some awards where students are required to have gained prior experience in the workplace;

‘programme approval’ means the process by which each individual student’s programme of study is approved by an ‘authorised programme approver’;

‘programme of study’ (‘programme’) means the module or group of modules, within a taught course or a scheme, approved to be followed by an individual student leading to an award with a specific title or to credit towards that award; two students on the same course may therefore study two different programmes;

in the case of research degrees, ‘programme of research’ or ‘research programme’ means the total combination of taught elements, supervisory sessions and independent study undertaken by the student in fulfilment of the requirement for a research degree award;

‘progression’ means a review of student performance that takes place at defined points (normally the end) of an academic year. The outcome is a progression decision which determines whether and at what level a student may re-enrol for the following year and identifies any requirements where a level has not been fully completed.

‘project’ means a substantial single item of assessed work normally greater than an essay;

‘reassessment’ or ‘resit’ means the opportunity offered, without the requirement to re-enrol on a module, to a student to make good a failure to satisfy the Assessment Board that he or she has achieved the learning outcomes and fulfilled the academic requirements of the module; this may include failure through absence from examinations or non-submission of assessed work;

‘results’ means the marks given to the student for items of assessed work, either singly or in aggregate;

‘retake’ means the opportunity offered, with the requirement to re-enrol on a module, to a student to make good a failure to satisfy the Assessment Board that he or she has achieved the learning outcomes and fulfilled the requirements of the module;

‘scheme’ means a group of courses governed by a common regulatory framework;

‘scheme regulatory framework’ means a set of regulations, consistent with these Regulations, governing a scheme;

‘semester’ where applicable, means the first (Autumn) or second (Spring) taught session of the academic year;

‘special examination’ means an examination conducted in an environment exclusively for students with disabilities or other special needs;

‘specific credit’ means the number of credits at specified levels which the University will award to an individual student in recognition of prior learning assessed as being equivalent to part of a course leading to a named University award;

‘student’ means a person enrolled on a course or module at the University or a sabbatical officer of the Students' Union;

‘subject’ or ‘field’ means a recognised academic area of work normally bounded by common intellectual subject matter and disciplinary approaches;

‘suspension’ means a decision that an individual student shall be excluded from the University’s premises and/or use of its facilities, or part of them, for a specified period;

‘termination of a student’s registration’ means a decision to terminate a student’s enrolment at the University where they shall cease to be a student of the University.

‘thesis’ means a substantial piece of independent work making an original contribution to knowledge;

‘transcript’ means a document issued on behalf of the University which verifies the marks given to a student in respect of individual modules within a course;

‘withdrawal’ means a decision by a student to leave their course before they have completed the programme which they are enrolled, without intending to return. A student who withdraws may return at a later date to the same, or a different course, providing they meet the requirements for admission and enrolment in place at the point of their return;

‘working day’ means any day from Monday to Friday on which the University’s premises are open;

Reference to the Academic Regulations shall include reference to their associated Procedures, which are published as an Appendix to the Academic Regulations.

Reference to any named officer shall include the right of that officer to appoint a nominee for the purposes set out in these Regulations.

The titles of posts in the University may change. This shall not invalidate the powers of the Vice-Chancellor and other officers named in these Regulations. They, in their retitled post, or their successor or an equivalent officer with a retitled post shall have the same powers.

The names of committees in the University may change. This shall not invalidate the powers of Academic Board and other committees named in these Regulations. They, as renamed, or the equivalent committees shall have the same powers. In these Academic Regulations any acts or decisions that would normally require the authority of a board, committee, sub-committee or other

multi-member body, but for reasons of urgency or fairness to the student need to be made between meetings of the relevant body, may be made by the Chair of the relevant body (by Chair's Action) and reported to the relevant body. The power to act or decide a matter by way of Chair's Action may be restricted by prior resolution of the relevant body. Any act or decision taken by Chair's Action shall have the same effect and validity as a decision of the relevant body.

Exceptionally, variants within the regulatory frameworks and other parts of these Regulations may be approved in respect of individual courses by means of a decision taken by or on behalf of the University's Academic Board.

The Director of Student Journey (or nominee) shall have overall authority over the interpretation of the Academic Regulations.

Notices

Any notification required to be given by the University to any person in writing under these Regulations unless otherwise stated, shall normally be via email to their London Metropolitan University email address. If by post, this shall be first class pre-paid post to the last recorded address of the person recorded by the University and, shall be deemed to have been received by the addressee on the second postal delivery day following that on which it was posted.

Any notice which is to be given by a student shall be returned in person or posted to the dispatching office at the University by recorded delivery post, in which case it shall be deemed to have been received by the end of the third day after it was posted on which there is a full postal delivery service.

Section 2 - Generic principles for (undergraduate and postgraduate) taught courses

2.1 Generic principles for schemes and courses leading to the University's Awards

University awards list and specifications

1 The University Awards Frameworks which preface each of the Regulatory Frameworks set out the definitive list of, and specifications for, the awards offered by the University, with their accepted abbreviations. Reference to the level of the awards has regard to the standards generally accepted in UK higher education and the qualifications descriptors published by the Quality Assurance Agency for Higher Education in the context of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland. All these awards may be offered internally and externally in partnership with another institution, in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.

2 The standards of the awards are specified in terms of students who have prior knowledge and skills demonstrated by achievement of the appropriate minimum entry requirements.

3 Credit Accumulation and Transfer Scheme (CATS) points have regard to standards generally accepted for UK higher and further education. European Credit Transfer System (ECTS) credits are part of the widely accepted student mobility schemes SOCRATES and ERASMUS, which promote academic recognition throughout the European Union and any country belonging to the European Economic Area, in order to allow students to follow part of their study programme abroad. Both CATS and ECTS schemes are based on student learning hours.

Schemes and courses

4 All schemes and courses shall satisfy the requirements set out in this section.

5 All schemes and courses shall be approved, reviewed and modified in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.

6 Courses leading to awards at the same level shall normally, as determined by Academic Board, be grouped together into a scheme, governed by a scheme regulatory framework and managed by Director of Student Journey (or nominee). Each course within a scheme shall have a course leader and a course committee.

7 All other courses shall be governed by course regulations and each shall have a course leader and a course committee.

8 Each course, whether or not included within a scheme, shall have a course specification, the detailed contents of which shall be determined by the University's systems and arrangements in place for managing the quality and standards of taught provision, but which shall include:

8.1 the name of the course, the award/s and award title/s to which it leads, its level and credit-rating; and the name of any overarching scheme; and

8.2 the aims and learning outcomes of the course in relation to appropriate national benchmarks; and

8.3 the maximum duration and mode(s) of study of the course; and

8.4 the outline curriculum and structure of the course, with an indicative assessment scheme; and cross-reference to associated module specifications which shall provide the detail of all modules; and

8.5 the scheme regulatory framework or course specific regulations governing the admission, assessment and progression of students and the conferment of the relevant award/s and credit.

9 The course specification and module specifications, the scheme regulatory framework, or course specific regulations shall be approved by or on the authority of Academic Board and may not be changed other than by or on the authority of Academic Board through the University's systems and arrangements in place for managing the quality and standards of taught provision.

10 The course specification and module specifications shall be recorded in the Course Handbook. The specifications and any updated version of the specifications shall be made available at an early stage to students enrolled on the course and to the Quality Enhancement Unit.

The name of the scheme, course, the title/s of the award/s, credit-rating and level

11 There shall be a name for each scheme and each course and a specific title for each award to which a course or individual programme of study leads. The specific title of the award for which the student has qualified shall be stated on the award certificate conferred by the University.

12 The name of the course and the specific title/s of award/s shall be simple and accurate. They shall reflect the normal expectations of relevant professional bodies, employers, students and higher education bodies and further education bodies about the knowledge and skills to be expected from a person holding such an award. Where a collaborative provision course and the award to which it leads are similar but not identical to the University course and award, the name of the course and award shall normally be different from the University course and award.

13 All courses shall be credit-rated at a specific level, having regard to the standards generally accepted for UK higher or further education.

Generic aims of a scheme; aims and learning outcomes of a course

14 Schemes shall set generic aims and learning outcomes to which all courses within that scheme shall comply. They shall be consonant with the general educational aims of the University stated at the outset of these Academic Regulations. The generic aims of a scheme shall be stated at the outset of the scheme regulatory framework.

15 The stated aims and learning outcomes of a course are those objectives which the curriculum, structure, and teaching methods are designed to fulfil. Passing a course requires the achievement of the learning outcomes. Assessment schemes shall be designed to test whether the learning outcomes have been achieved by the student.

16 The course aims and learning outcomes shall be specified at the appropriate standard and level required for the award, in relation to a body of knowledge and skills appropriate to the subject of study, reflecting recent academic developments in that subject and benchmarked against courses in the UK and overseas leading to similar awards. They, among other things, shall be recorded in the course specification. They shall be consonant with the general educational aims of the University stated at the outset of these Academic Regulations.

17 In courses leading to professional qualifications and/or licences to practise, some components both of study and work experience may be seen as having dual aims and learning outcomes, satisfying both University and professional requirements. Other components may be designed to satisfy either one or the other.

Maximum duration and mode(s) of study

18 In the course specification, the maximum duration of the course shall be stated in academic or calendar years, semesters or weeks, as appropriate.

19 In order to safeguard the standard of the award, the maximum duration shall be as set out in the Awards Framework/s. Other than for research degrees, there shall be no equivalent standard minimum duration for a course; the planned learning hours shall indicate its minimum duration. Scheme regulatory frameworks or course specific regulations shall indicate the planned learning hours associated with each module.

20 The maximum duration shall relate to the expected time taken by students to achieve the learning outcomes of the course, depending on the mode of study, the level of knowledge and skills required on admission and the curriculum and structure of the course, including periods of work experience or equivalent. The maximum duration shall have regard to the length of time the curriculum shall remain in academic currency.

21 The maximum duration of the course shall take account of the right in Section 8.1 for students to have opportunities to make good any failure in an item of assessed work or a module, absence from examination or non-submission of assessed work as specified in the relevant course specific regulations.

22 The maximum duration of the course shall take account of the right of a student to interrupt his or her studies, subject to the permission of the appropriate authorities, as set out in set in Section 2 of the General Student Regulations.

23 Courses may be designed to have more than one entry point in order to accommodate students with different levels of prior knowledge and skills or for other valid reasons.

24 Course specifications shall state whether the course is full-time, part-time or mixed-mode, whether it is a sandwich course, whether delivered by distance learning and whether it is delivered during the day, evening or day and evening.

25 The maximum duration of a course shall take account of the length of time required for study by students who are not studying full-time throughout the course.

26 Within the maximum duration, the planned learning hours for a module or course shall take account of the need to provide students with reasonable study time in contact with teaching staff, whether in person or by distance-learning, and with reasonable time for private study and consolidation.

27 The maximum duration of the course shall take account of any required supervised work experience whether or not this is designed to support the student in fulfilling and being assessed on the aims and learning outcomes of the course.

28 The maximum duration of a course shall take account of whether courses are designed to fulfil the requirements of a professional or licensing body whether or not these requirements are fulfilled in addition to the achievement of the aims and learning outcomes of the University course.

29 In addition to the maximum duration of a course leading to an undergraduate honours degree award, the maximum duration of a designated sandwich course leading to an undergraduate honours degree award 'in the sandwich mode' shall include not less than 44 weeks of supervised work experience, which shall be a compulsory component of the course and the aims and learning outcomes of which shall be assessed.

30 The maximum duration of a course in any one or two named modern languages leading to an undergraduate honours degree award shall include a period of residence abroad which shall be a compulsory component of the course and the aims and learning outcomes of which shall be assessed. Where one main language is studied, the period of residence shall be not less than 36 weeks. Where two main languages are studied to the same level, a student shall spend a minimum of four consecutive months in the country of each language.

31 If a student has an approved programme of study comprising one module per semester, the maximum duration of the course shall be waived.

32 On the production of valid reasons, submitted to the Student Casework Office by the student and with the support of the relevant course leader or PAT a student may exceptionally be allowed by the Chair of the University's Awards Board to continue his or her study beyond the maximum length of the course.

Outline curriculum and structure

33 The outline curriculum of the course shall be the names of the modules which comprise the course.

34 The outline curriculum shall be appropriate to the title, aims and learning outcomes of the course and the level of the award.

35 The structure of the course shall provide for the progression of the student from the level of knowledge and skills required at admission to the level required to achieve the aims and learning outcomes of the course and to qualify for the award.

36 The structure of the course shall specify the level at which modules are normally required to be studied and which modules are prerequisite, core, designate and elective. Prerequisites may be set between levels but not within a single level of a course. Corequisites may be set within a single level of a course. All Undergraduate degree courses shall make provision for students to undertake work related learning modules, worth at least 15 credits, to be taken at either level 5 or level 6.

37 The structure of the course shall be appropriate to the duration of the course, mode of study, teaching methods, assessment scheme and periods of work experience or equivalent.

38 If of sufficient length, the course shall be structured so that an award is available at each level and/or exit point in the course. Where this is so, the curriculum and structure of courses shall ensure that all students have the opportunity to qualify for the highest award to which the course leads, provided that they satisfy the Assessment Board that they have achieved the appropriate learning outcomes and fulfilled the academic requirements of the course.

39 Students who do not achieve the highest award but achieve the learning outcomes appropriate to a lower level of award shall qualify for such an award and shall have it conferred on them as stated in Section 8.2.

40 Provision shall be made for students to transfer between courses, with permission, where, within the maximum duration of the course, they are unable to fulfil the learning outcomes for the course on which they are enrolled.

41 Provision shall be made for sandwich degree courses to lead to an alternative award for students who are unable, for valid reasons, to undertake or complete the period of work experience which is a required component of a sandwich course, unless exemption from the period of work experience has been granted.

42 Provision shall be made for modern languages courses to lead to an alternative award for students who are unable, for valid reasons, to undertake or complete the period of residence abroad component of the course, unless exemption from the period abroad has been granted.

43 Provision may be made for courses including professional qualifications to lead to an alternative award so as to distinguish those students who have gained a professional qualification from those who have not.

44 The structure of the course within a scheme shall conform to any structural principles approved by or on behalf of Academic Board for that scheme, unless a variant has been specifically approved on behalf of Academic Board. Normally such a variant shall be temporary and eventual compliance shall be expected.

Scheme regulatory frameworks and course specific regulations governing the admission, assessment and progression of students and the conferment of the relevant award/s or credit.

45 Students studying for awards of the University shall be governed by the scheme regulatory framework (and where necessary course specific regulations) that apply on admission, as amended from time to time.

46 Where students are admitted with credit (see Section 2.2 below), they shall normally be governed by the regulatory framework (and where necessary the course regulatory schedule) or course regulations that apply to the whole group of students studying at that level or stage.

47 Short courses which do not lead to an award of the University shall also be subject to course regulations where a Statement of Credit or Completion (see Section 8.2) is offered.

48 Scheme regulatory frameworks shall govern all courses grouped together within that scheme. Where for good reason (most commonly requirements imposed by professional bodies as a condition of professional recognition) variations to the scheme regulatory framework or additional detailed regulations are approved on behalf of Academic Board for specific courses, they shall be included in course specific regulations which shall augment, but be subservient to the scheme regulatory framework.

<u>Changes to the Academic Regulations</u>

49 New or revised Academic Regulations will usually be changed with respect to new students only (that is, those who have not already registered as students of the University at the time of the proposed change). Such changes will usually be brought into effect at the start of the academic year and the changes will be published on the University's website prior to the start of the academic year. However, the University may change such regulations with respect to continuing students (that is students, who have already registered as students of the University at the time of the proposed change) where the changes are:

- non-material; or
- beneficial to students; or
- reasonably required to address unanticipated circumstances that affect the quality, standards or the delivery of a course; or
- reasonably required to comply with a recommendation, direction or order made by a court, the QAA, the OIA or other external regulatory, validating or accrediting body; or

- reasonably required to comply with the University's legal obligations (including but not limited health and safety obligations and equality obligations); or
- required as a result of circumstances outside the University's control; or
- the majority of affected students have, directly or by their representatives, agreed to the change.

50 In this case the University shall use its reasonable endeavours to provide reasonable notice in advance of any such changes and such changes will be notified to the students by email as well as being published on the University's website

51 Where it is not reasonably practicable to apply previous versions of regulations to part-time students or students who will not complete within the usual period for the specific course (including where a student has had a break from studies) then due to the potential length of the period of registration until they complete their course, the University may make changes to such regulations. Such changes will usually be brought into effect at the start of the academic year and the changes will be notified to the students by email as well as being published on the University's website.

52 Where the University has changed such regulations with respect to continuing students, an affected continuing student may, in writing, request the Dean of Students agree an exceptional change to their programme of studies or other remedy to mitigate any specific detriment suffered by that student.

Admissions

53 The undergraduate and postgraduate scheme regulatory frameworks shall cross-refer to the University's minimum entry requirements (see Section 2.2).

54 Course specific regulations shall describe the basis on which an applicant may be admitted to the beginning or to subsequent stages of the course, where this differs from or augments the position stated in the University's minimum entry requirements (see Section 2.2) by:

54.1 identifying the knowledge and skills required at admission and relating these to the length, content and learning outcomes of the course and the standard of the award, as set out in the Awards Framework/s; and

54.2 identifying any specific qualifications additional to the minimum entry requirements; and

54.3 setting out the criteria and procedures by which an applicant will be admitted on the basis of certificated and/or uncertificated prior learning to the start of the course, or to a later point in the course with credit. The selection procedures may include interview, oral examination, production of a portfolio or other means of assessment of applicants' prior learning and skills (see also the APL Procedures in Section 10.1).

Assessment

55 These Academic Regulations, alongside Course/Module specifications (and where necessary course regulations), shall set out the assessment scheme, which shall include:

55.1 the modules to be assessed and the normal timing of the assessment;

55.2 the minimum and maximum number of modules to be attempted;

55.3 which or how many modules must be passed to obtain an award;

55.4 the weighting each module carries in the final assessment of the student's overall performance;

55.5 procedures for assessing APL credit and exemptions and how this is weighted within the final assessment of the student's overall performance;

55.6 how students may make good any failure, absence at examination or non-submission of assessed work; and the limits to their rights in this respect;

55.7 how students may progress from one level or exit point to the next through the course, noting that postgraduate taught courses are at a single level;

55.8 how students shall be informed of their results and given guidance on their general progress;

55.9 the arrangements for assessing any supervised work experience or periods abroad;

55.10 criteria for the conferment of each award to which the course may lead;

55.11 criteria for the conferment of an award with Distinction or with Merit where appropriate;

55.12 criteria for first class, second class (first and second division), third class honours and unclassified, where appropriate;

55.13 how module marks are determined and the composition (including the minimum number of external examiners) and terms of reference of the Assessment Boards (Awards Boards and Subject Standards Boards) and any subsidiary Assessment Boards;

56 Scheme and course regulations shall make reference to the University's Procedures for the submission of Appeals against decisions of Assessment Boards (Section 10.4), Procedures on Student Academic Misconduct (Section 10.5) and Regulations concerning enrolment, renewal and termination of enrolment (General Student Regulations, Section 2) and payment of fees (General Student Regulations, Section 6), including where students may obtain the University's Regulations/Procedures on these topics, which shall normally be via the University's web pages.

57 Scheme regulatory frameworks and course specific regulations may, but need not, include:

54.1 a description of how each module is assessed;

54.2 the criteria by which marks are given for items of assessed work.

If the regulations do not include this information, the regulations shall make reference to the module specifications which shall include such information, including where students may obtain them, which shall normally be specific sections in the course handbook.

Disability

58 Schemes and courses, their objectives and learning outcomes and competency standards, shall be designed in line with the obligation on the University to set no unnecessary barriers to access to higher education by disabled people. On the recommendation of Student Journey and following appropriate consultation with the School and the Student Journey, the University shall make reasonable adjustments to teaching, learning and assessment arrangements for individual disabled students.

2.2 Generic principles for admission to courses and the University's minimum entry requirements

Admission to the University's courses

1 The University wishes to recruit students who have the potential to benefit from a higher education course and to achieve an award. In considering individual applicants for admission[1] to a course, the University (or other institution delivering the programme/award on the University's behalf) requires evidence of prior learning, that may include the certification of formal qualifications, or appropriate alternative evidence of personal, professional and educational experience demonstrating academic potential and the ability to achieve the aims and learning outcomes of the course, attain the appropriate standard for the award as defined in the Awards Framework/s, as well as organisational ability, interpersonal skills and an ability to communicate.

2 The Vice-Chancellor shall determine which staff of the University shall have delegated authority to take binding decisions to admit applicants to courses or to decline to admit them. For the purposes of these Regulations, they shall be called 'authorised admitting officers'.

3 The authorised admitting officers shall adhere to the principle of equality of opportunity in admissions processes subject to the University's right to determine a maximum number of admissions to particular courses.

4 Admission is at the discretion of the University and the University reserves the right to decline to admit an applicant. On request, reasons for this decision shall be given to the applicant by the authorised admitting officer. (See the Regulations concerning enrolment, renewal and termination of enrolment (in Section 2 of the General Student Regulations) and payment of fees (in Section 6 of the General Student Regulations)).

5 The admission of individual applicants shall be subject to their meeting certificated minimum entry requirements as stated below, or alternatively demonstrating non-certificated experiential learning, appropriate to the relevant types of courses and awards.

6 An offer of a place is based on the information provided by the applicant at any point during the application process. The University shall decline to admit any applicant to a programme of study if the application is found to have been based on, or to have included, false or incomplete information. The University shall exclude any applicant or student whose application is based upon, or included, false or incomplete information that would be regarded as material to the decision to admit the student or where it might affect, for example, the fees to be charged.

7 The normal point of entry for a person having only the certificated minimum entry requirements shall be the start of the course. Applicants may be admitted with credit to a point later than the start of the course subject to the procedures in 26 and 27 below.

Applicants with Criminal Convictions

8 Applications from candidates with criminal convictions will be carefully considered. Applicants must, upon request, provide full details of the conviction. Under the jurisdiction of the University Secretary[2], the University retains the right to refuse entry to any applicant

[1] Admission denotes the formal University process in which an applicant to the University is accepted on to a programme of study.
[2] Refer to the University's General Student Regulations Section 5 available at: www.londonmet.ac.uk/regulations

with a criminal conviction that may jeopardise the security, safety or reputation of the University or its community, or where professional body requirements related to course specific regulations apply.

Applicants with Disabilities/Additional Needs

9 Disabled applicants will be assessed by the same criteria as all other applicants as set out below. Any reasonable adjustments related to disability will be taken into account as part of this process. With reasonable adjustments in place a disabled candidate must be able to meet the required competency standard of the course.

Non-certificated entry to the start of the course

10 Authorised admitting officers shall consider applicants with prior learning which is not certificated, supported by a written application that the learning is equivalent to the University's minimum entry requirements and demonstrating that the applicant has the ability to fulfil the aims and learning outcomes of the course, attain the standard of award and benefit from the course.

Certificated minimum entry requirements – undergraduate

11 The following are the University's minimum entry requirements for future applicants at Level 4 and above. The nature of some courses (e.g. those under the integrated masters programme) may set minimum requirements higher than the University's and/or be subject to course specific regulations. Unless studying a course both taught and assessed entirely in a language other than English, students shall provide evidence of English language skills demonstrated by:

- a pass in English Language at GCSE at grade C or above, or a Grade 4 or higher for applicants sitting GCSE English Language in 2017 or later years, *or*
- level 3 communications key skills unit, *or*
- IELTS test at band 6 or above with a minimum score of 5.5 in each component, *or*
- Pearson PTE of 53 or more in each component of the test
- a pass in the University's English language test (PASSWORD Test), *or*
- **for International Students only** - equivalent as judged by the authorised admitting officer in accordance with the advice of the University's International Office.

12 Additionally, students whose enrolment will be subject to the conditions of a Tier 4 Student Visa will be required to hold qualifications that demonstrate the English Language criteria as set out in the Immigration Guidance current at the time of application and/or issuance of a Confirmation of Acceptance for Study (CAS). In particular, separate competence equivalent to the IELTS requirements described above must be demonstrated in the individual areas of *reading, writing, speaking* and *listening.*

13 Applicants resident outside the UK, for whom English is not the first language, should normally have gained the required English language qualification not more than two years prior to entry.

14 The minimum English language requirement for applicants seeking admission with credit to undergraduate courses (see paragraph 27 below) shall be that normally required for entry to postgraduate courses, described in paragraph 19 below.

15 Applicants seeking entry on the basis of formal certified educational, vocational and professional qualifications shall provide evidence of passes in:

15.1 Normally three passes in GCSEs or equivalent at Grade C or above including English Language and where required Maths; and,

15.2 General minimum entry to a Foundation Degree:

- One GCE A level or Vocational A level pass or equivalent; or,
- Four passes in Scottish Qualifications Certificate of which one is at Higher grade; or,
- Passes in the Irish Certificate at grade C in two subjects and passes at grade D in three subjects.

15.3 General minimum entry to a Bachelors degree:

- Two GCE A level or Vocational A level passes; or,
- Three GCE A level or Vocational A level passes; or,
- Five passes in the Scottish Certificate of Education, of which two are at Higher grade or passes in four subjects all of which are at Higher grade; or,
- A pass in an Access course recognised by QAA and designed to provide a preparation for higher education; or,
- A pass in a Foundation course in art and design validated by Edexcel; or,
- The award of the Diploma of the International Baccalaureate; or,
- A pass of 60% in the European Baccalaureate; or,
- The Irish Leaving Certificate with passes at grade C or above in five subjects; or,
- The award of an Edexcel National Diploma or Certificate, or,
- The successful completion of the 14-19 Diploma with 80 or more UCAS points.

15.4 General minimum entry to an Integrated Masters Course:

- Three GCE A level passes with minimum total grade of 300 UCAS points including Maths A level or equivalent qualification.

16 Further to 15 above, alternative certification will also be acceptable as the basis for entry, in the form of:

16.1 passes in precursor or successor qualifications to those specified above, the equivalence to be assessed by the authorised admitting officer;

16.2. other vocational and professional qualifications where course specific regulations specifies them as appropriate for entry;

16.3 other qualifications judged by the authorised admitting officer to be of equivalent standard to the minimum entry requirement.

17 In addition individual courses may specify additional requirements for entry to that course.

Certificated minimum entry requirements – postgraduate taught courses

18 The following are the University's minimum entry requirements to postgraduate taught courses which apply for 2014/15 entry. Unless studying a course both taught and assessed entirely in a language other than English, students shall provide evidence of English language skills demonstrated by:

- a pass in English Language at GCSE at grade C or above, *or*
- level 3 communications key skills unit, *or*
- IELTS test at band 6.0 or above with a minimum score of 5.5 in each component, *or*

- Pearson PTE of 53 or more in each component of the test, *or*
- a pass in the University's English language test (the PASSWORD Test), *or*
- **for International Students only** - equivalent as judged by the authorised admitting officer in accordance with the advice of the University's International Office.

19. Additionally, students whose enrolment will be subject to the conditions of a Tier 4 Student Visa will be required to hold qualifications that demonstrate the English Language criteria as set out in the Immigration Guidance current at the time of application and/or issuance of a Confirmation of Acceptance for Study (CAS). In particular, separate competence equivalent to the IELTS requirements described above must be demonstrated in the individual areas of *reading, writing, speaking* and *listening.*

20 Applicants resident outside the UK, for whom English is not the first language, should normally have gained the required English language qualification no more than two years prior to entry.

21 Individual courses may specify a requirement for more advanced English language skills, where this is relevant to the course content.

22 Applicants seeking entry on the basis of formal certified educational, vocational and professional qualifications shall provide original evidence of a UK Honours undergraduate degree, normally in the particular or a related subject.

23 Further to 22 above, alternative certification will also be acceptable as the basis for entry, in the form of:

23.1 Pre-Masters qualifications gained through successful completion of a short course of study designed to equip a student for study on a particular Masters course, for which he or she meets the minimum entry requirements aside from a lack of some subject specific knowledge and/or skills required for the course;

23.2 other vocational and professional qualifications where the course regulations specify them as appropriate for entry;

23.3 other qualifications judged by the authorised admitting officer to be of equivalent standard to the minimum entry requirement.

24 In addition individual courses may specify additional requirements for entry to that course.

Minimum entry requirements for other courses

25 Minimum entry requirements for research degree programmes are specified in the research degree regulations (see Section 5). Course regulations shall specify minimum entry requirements for other types of courses.

Admission with credit

26 Applicants may transfer from one higher or further education course to another within the University, of from higher or further education courses elsewhere, at the discretion of the School APL Coordinator in the receiving School, depending on the match of subjects previously studied with the programme of study to which they are being admitted and the currency of the credit previously gained. Credit is normally recorded without marks and a student's classification based on their study at this institution; however, marks gained on a previous course may be carried forward under certain conditions. Regulations relating to APL within the regulatory frameworks and the APL Procedures (Section 10.1) shall be followed.

27 Applicants seeking admission with credit to a later point than the start of the course shall provide evidence of certificated or uncertificated learning at a more advanced level than the minimum entry requirements, as appropriate to the course to which entry is sought. Regulations relating to APL within the regulatory frameworks and the APL Procedures (Section 10.1) shall be followed

28 The University's systems and arrangements in place for managing the quality and standards of taught provision may determine that applicants with a particular qualification are to be admitted regularly with a standard amount of credit. Where such agreement is reached, this shall be reported to the APL Board.

Section 3 - Undergraduate regulatory framework

3.1 Undergraduate Awards Framework and course structure principles

Undergraduate Awards Framework, incorporating Preparatory awards

Awards and awards descriptors	**CATS points**	**FHEQ Level**	**ECTS credits**	***Maximum period of registration**
Preparatory Certificate **Preparatory Diploma** Preparatory Certificates and Preparatory Diplomas provide adequate preparation for entry to study at HE level in the area studied. They may be recognised as HE awards for funding purposes when they form an integral part of an undergraduate course and extend the duration of the undergraduate course by one further year full-time (or the part-time equivalent).	60 credits at Level 3 120 credits at Level 3	3 3		2 years 3 years
Work Based Learning Awards The majority of the learning takes place in the workplace, with teaching normally offered by the University in appropriate formal sessions. All learning outcomes at the appropriate level will be assessed by the University or under its auspices.	45 credits all at Levels 4, 5 or 6(see below for individual awards)	4/5/6	22.5	2 years
Level 4 awards The holder of an award at Level 4 will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. He or she will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility. The holder of a Certificate of Higher Education (Foundation Degree) shall achieve these outcomes in a work context. (Source: QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland)				
University Certificate	45 credits at Level 4 or above	4	22.5	3 years
University Certificate (Work-Based Learning)	45 credits at Level 4 or above	4	22.5	3 years
Certificate of Higher Education (Higher National Certificate) (CertHE (HNC))	120 credits at Level 4	4	60	3 years
Certificate of Higher Education (Higher National Diploma) (CertHE (HND))	120 credits at Level 4	4	60	3 years

Note: The maximum period of registration stated is that in which a student is normally expected to complete the award, including any break from studies (interruption /intermission) or other absence.

Awards and awards descriptors	**CATS points**	**FHEQ Level**	**ECTS credits**	**Maximum period of registration**
Certificate of Higher Education (Foundation Degree) (CertHE (FD))	120 credits at Level	4	60	4 years
Certificate of Higher Education (CertHE)	120 credits at Level 4	4	60	4 years
Level 5 awards The holder of an award at Level 5 will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making. The holder of a Foundation Degree shall achieve these outcomes in a work context. *(Source: QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland)*				
Intermediate Diploma (Work-Based Learning)	45 at Level 5	5	22.5	2 years
University Diploma	120 at Level 4 and 45 at Level 5	5	82.5	5 years
Higher National Certificate (HNC)	150, min 30 at Level 5	5	75	5 years
Diploma of Higher Education (DipHE)	240 credits, min 120 at Level 5	5	120	5 years
Foundation Degree (Arts) (FDA) **Foundation Degree (Science) (FDSc)** Foundation degrees will have been designed in collaboration with relevant employers and will include a period of work experience.	120 credits at Level 4 and 120 credits at Level 5	5	120	5 years
Level 6 awards An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively. An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility and decision-making in complex and unpredictable circumstances. *(Source: QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland)*				
Diploma (Work-Based Learning)	45 Level 6	6	22.5	2 years
Unclassified Bachelor of Arts (BA) **Unclassified Bachelor of Science (BSc)** **Unclassified Bachelor of Laws (LLB)** **Unclassified Bachelor of Engineering (BEng)** **Unclassified Bachelor of Education (BEd)** *BEd will be phased out, but is retained here during transitional phase*	300 credits, max 120 at credits at Level 4, 120 at Level 5, min 60 credits at Level 6	6	150	6 years

Awards and awards descriptors	**CATS points**	**FHEQ Level**	**ECTS Credits**	**Maximum period of registration**

Bachelor of Arts with Honours (BA Hons) **Bachelor of Science with Honours (BSc Hons)** **Bachelor of Laws with Honours (LLB Hons)** **Bachelor of Engineering with Honours (BEng Hons)** **Bachelor of Education with Honours (BEd Hons)** *BEd will be phased out, but is retained here during transitional phase*	360 credits, max 120 credits at Level 4, min 90 credits at Level 6	6	180	6 years
Integrated Masters awards Integrated Masters programmes provide an extended and enhanced programme of study. The period of study is typically equivalent to at least four years of academic learning (480 credits) of which at least 120 credits are at postgraduate level, and the programme of study should be both broader and deeper than a corresponding Honours degree. ***Note –*** *undergraduate level study of an integrated Masters programme shall be governed by the Undergraduate Regulatory Framework (which includes the Regulations for Undergraduate assessment) and postgraduate level study shall be governed by the Postgraduate Regulatory Framework (which includes the Regulations for Postgraduate assessment)*				
Master of Engineering (MEng)	480 credits, at least 120 at Level 7, min 90 at Level 6 and a max of 120 at Level 4	7	240	6 years

Introduction to the undergraduate regulatory framework

1 This regulatory framework applies to all the undergraduate courses of London Metropolitan University including higher education courses at Preparatory level (Level 3 of the National Qualifications Framework); the regulations describe the structure of Preparatory Certificates and Diplomas, Foundation Degrees, and Bachelors Degrees. Where for good reason (most commonly requirements imposed by professional bodies as a condition of professional recognition) variations to the scheme regulatory framework or additional detailed regulations are approved on behalf of Academic Board for specific courses, such variations shall be included in course specific regulations, which shall augment, but be subservient to, this scheme regulatory framework.

2 The aim of the undergraduate modular scheme is to provide a higher education programme within an intellectual environment which addresses the University's general educational aims, the subject(s) studied and the wider context of students' studies, and develops skills, competencies and attitudes to enhance employability.

3 The scheme is based on principles of flexibility of admission (see the Generic principles for admissions and the University's minimum entry requirements in Section 2.2) and educational choice, provision of a range of modes of study and compatible awards, enabled by a credit transfer and accumulation system. Subject specific entry requirements shall be set down in the course specification.

4 The regulatory principles outlined below are supplemented by a description of process and good practice in the Undergraduate Curriculum Framework.

Course structure

5 All undergraduate courses shall be based on a teaching year comprising 30 weeks of structured support for learning augmented, where appropriate, by a summer studies period.

6 In the case of Foundation degrees, Undergraduate degrees and sandwich degrees, a period/periods of work experience shall be integrated into this structure.

7 Standard modules shall be worth either 30 credits (equivalent to 15 ECTS credits) or 15 credits (equivalent to 7.5 ECTS credits). One credit shall denote 10 learning hours.

8 15 credit modules shall normally be delivered in a single 15 week period (either Autumn or Spring semester, as described in the Academic Year Plan). Where it is possible to accommodate them in the course structure and the timetabling arrangements 15-credit modules may be delivered that are taught over 30 weeks or via intensive block study patterns.

9 30 credit modules shall normally be delivered over the full 30 week teaching year. Where it is possible to accommodate them in the course structure and the timetabling arrangements 30-credit modules may be proposed that are taught intensively over 15 weeks.

10 Each module (of any size) shall be ascribed to one of Level 3, Level 4, Level 5, Level 6 or (for Integrated Masters courses) Level 7 (Masters Level). Modules will normally be designed expressly for a Preparatory level award, a Foundation Degree, or an Honours Degree/Integrated Masters.

11 Where a course taken in full-time mode has a normal duration in excess of one year, the standard model for each level of a course shall comprise 120 credits.

12 Course specifications shall specify the modules that students must take at each level as part of their programme of study (*core modules*) and the modules that may be taken where choices are offered (*option modules*). Modules offered as option choices should identify whether they are available as:

- Subject modules
- Accreditation of learning acquired in work or work related contexts (see UG Framework Document for further details)
- Extension of Knowledge modules

13 Where a course operates with more than one entry point (e.g. Autumn or Spring intakes) separate course structures will be produced with the spring entry structure demonstrating progression to the Level 5 at the end of the summer studies period. Unless approved at validation the core modules required for the award shall be identical for all entry points and locations of study.

Course Structure (Preparatory Awards)

14 Preparatory level courses aim to equip learners with the factual and conceptual knowledge base and learning skills necessary for progression to Level 4 of HE courses, either as an integral part of a specific undergraduate course (i.e. an extended degree) or as a free-standing award. In this context an extended degree is defined as a programme of study recognised by the Higher Education Funding Council as an integral part of an undergraduate course, normally consisting of 120 credits at Preparatory level (Level 3), extending the duration of the undergraduate course by normally one further year full-time (or the part-time equivalent).

15 A Preparatory Diploma course shall consist of 120 credits, normally consisting of 4 x 30 credit core modules. Students passing at least 60 credits from the programme at Level 3 or above shall be awarded a Preparatory Certificate.

16 Each module shall be ascribed to Level 3 unless modules at Level 4 are approved at validation. No more than one quarter of the modules leading to the award may be at Level 4.

17 Preparatory level courses shall normally be designed so that students are provided with defined opportunities for transfer to undergraduate courses or other educational or professional awards. Course specific regulations of the course for which the student has a defined opportunity to transfer shall specify whether and how students awarded particular Preparatory level awards or reaching particular progression points may progress to that course. Transfer to a particular course may require a student to achieve a higher threshold than that required for the award of Preparatory Certificate or Preparatory Diploma.

Course Structure (Foundation Degrees)

18 Foundation degrees are a distinctive mix of academic and work-based learning, which aim to equip learners with the skills and knowledge relevant to their employment and to the needs of employers. Academic learning is integrated with the development of vocational work-based skills where employer involvement is required. Foundation degrees may be delivered wholly or partially through the workplace, subject to the University's Academic Regulations and the systems and arrangements in place for managing the quality and standards of taught provision.

19 A Foundation degree course shall include:

- 120 credits of core (compulsory) modules at Level 4 arranged as 4 x30 credit modules;
- 120 credits of modules at Level 5 arranged either as 4 x 30 credit modules or 3 x 30 credit + 2 x 15 credit modules
- between 15 and 60 credits of organised work experience core modules, normally at Level 5;

20 Foundation degree courses shall be designed so that students are provided with defined opportunities for transfer to at least one Honours degree course without the requirement for further study. A period of further study may be required following the award of a Foundation degree before students are permitted to enrol on other Honours degree courses or educational or professional awards. Course specific regulations of such receiving courses shall specify progression requirements for students awarded particular Foundation degrees.

Course Structure (Bachelors Degrees)

21 All undergraduate students shall initially enrol on a course leading to a Single or Joint Honours award.

22 Course Specifications shall identify the (subject related) skills and attributes that are developed through the programme of teaching, learning and assessment. A mapping across the modules that make up the course shall identify where these are introduced, practiced and/or assessed.

Level 4

23 The programme of modules for a Single Honours course shall include 120 credits of core (compulsory) modules arranged as 4 x 30 credits.

24 The programme of modules for a subject contributing to a Joint Honours course shall include 60 credits of core (compulsory) modules arranged as 2 x 30 credits. Course structure diagrams for precoded joint honours courses shall show how the modules for the two subjects are combined together to form a programme for a student.

Levels 5 and 6

25 The programme of modules for a Single Honours course at each of Level 5 and Level 6 shall consist of 120 credits arranged either as 4 x 30 credit modules or as 3 x 30 plus 2 x15 credits. The balance of core and option modules shall be determined as part of the approval process with course specifications identifying any modules affording opportunities in either *work related learning* or *extension of knowledge*; such modules may contribute up to 30 credits at each of levels 5 and 6.

26 The programme of modules for a subject that forms half of a Joint Honours degree course shall, at each of levels 5 and 6, consist of 60 credits arranged either as 2 x 30 credit modules or as 1 x 30 plus 2 x15 credits. The balance of core and option modules shall be determined as part of the approval process with course specifications identifying any modules affording opportunities in either *work related learning* or *extension of knowledge*; such modules may contribute up to 30 credits across levels 5 and 6 in total. Course structure diagrams for precoded joint honours courses shall show how the modules for the two subjects are combined together to form a programme for a student (which may thus contain up to 60 credits of *work related learning* or *extension of knowledge* in total.

27 A programme at Level 5 for a student (studying either a single honours course or taking a precoded joint degree combination) may 'design in' up to 30 credits of modules at Level 4 or, at least 30 credits of modules at Level 6.

28 A programme at Level 6 for a student (studying either a single honours course or taking a precoded joint degree combination) may 'design in' up to 30 credits of modules at Level 5.

29 All courses leading to an honours degree must include at least 15 credits of modules identified as '*project or equivalent'.*

30 Some courses require a period of work or study outside the University. A sandwich course shall include 30 credits additional to those specified above at Level 6, for a compulsory work placement module. A course requiring a year of study or work experience abroad shall likewise include 30 credits additional to those specified in Regulations 25- 29 above, normally at Level 6.

Accreditation of Prior Learning (APL)

31 Students who have been given credit for prior learning in accordance with the APL Procedures shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to two thirds of the volume of the intended award except for Preparatory courses and sandwich degrees. A student may be awarded a mixture of APCL and APEL credit.

31a AP(E)L claims are not normally permitted in respect of modules validated under the Open Language Programme.

31b For Preparatory courses, a student may claim APL credit for up to 50% towards an award. Students must achieve at least 50% of the learning towards an award while enrolled on a course leading to that award of this University.

31c For Foundation degrees, a student may claim APL credit for up to two-thirds (normally 150 credits) towards an award. Students must achieve at least one third (normally 90 credits) of the learning towards an award while enrolled on a course leading to that award of this University.

31d For Bachelor degree courses, a student may claim APL credit for up to two-thirds (normally 240 credits or, 270 credits in the case of a 390 credit sandwich degree) towards an award. Students must achieve at least one third of the learning towards an award or 120 credits, whichever is the smaller, while enrolled on a course leading to that award of this University. A student entering at Level 6 shall be required to:

- Be complete in 105 credits *and* pass 90 credits in order to graduate without honours;
- Be complete in 120 credits *and* pass 105 credits in order to graduate with honours.

31e Credit may be awarded as:

- module credit (where a student's prior learning matches the outcomes of specific modules)
- subject credit (where prior learning meets the expected outcomes of a subject at a particular level without necessarily meeting specific module outcomes). Such credit might be conferred for students admitted to courses with advanced standing.
- elective credit (where prior learning is at an appropriate level but not related to the student's current course).

31f Accreditation of Prior Experiential Learning may be granted for:

- learning accrued from experience related to a subject discipline (subject credit), with learning demonstrated via submission of an APEL claim
- learning accrued from experience equivalent to the learning outcomes of a module (module credit) from the course syllabus, with learning demonstrated via submission of an APEL claim.

Module Registrations

32 A student on an undergraduate degree programme shall not normally be permitted to register for more than a total of 360 credits at Levels 5 and 6 combined. Retaking a module counts as a separate registration for the purposes of this regulation. Students given credit in accordance with the APL regulations and procedures shall be permitted a proportionately reduced total number of module registrations. A student who withdraws from his or her course, or intermits with permission before the second week of the first semester of the academic year in which she/he is enrolled shall not have the modules for which he or she was registered included in the total number of module registrations.

32a A student enrolled on a Preparatory course shall not normally be permitted to register more than a total of 240 credits, although course specific regulations may specify a lower number.

32b A student enrolled on a Foundation degree shall not normally be permitted to register for more than a total of 360 credits.

32c Once a student has met the requirements for their intended award they shall not be eligible to register for any additional modules. A student may only decline an award to enable them to undertake any outstanding eligible first assessments/reassessments.

Modes of Study

33 Students shall be able to study full-time, part-time, during the day and/or the evening or by distance learning or any other approved mode of delivery as stated in the relevant course specification. Students shall be able to switch between approved modes of study without loss of standing.

34 A full-time programme of study shall normally comprise 120 credits in an academic year. Exceptionally, an authorised programme approver may approve a full-time programme that comprises 90 credits in an academic year or, a maximum of 150 credits; this will be established at the outset of the academic year and not retrospectively. Such arrangements exclude transferred credit. A part-time programme of study shall be one comprising no more than 90 credits in an academic year.

35 Where a student is taking no more than 90 credits and is repeating one or more modules from a previous year or does not need to take more than 90 credits in an academic year to complete their level, they may be designated as part time repeating on a full time course. A student's mode of study will be formally designated by the University at the outset of a student's academic year and will be amended only if their authorised programme of study changes or where their programme is such that their mode of study changes from one semester to another.

Approval of programmes of study

36 Each student shall have a programme of study, listing the modules to be studied in each semester for each level of the course. Where a student undertakes study under the ERASMUS programme, a programme of study shall be prepared in the form of an ECTS Learning Agreement. A programme of study shall be allocated to each full time student in advance of commencement of Level 3 or Level 4; subsequently it shall be the student's responsibility to compile and obtain approval for their programme of study from an authorised programme approver (see also Regulation 41 below).

37 The authorised programme approver shall approve a student's programme of study in line with the overall aims of the scheme, principles of academic coherence and the learning outcomes of the course for which the student is registered.

38 A programme of study shall be designed to ensure that wherever possible modules at a lower level are passed before those at a higher level are commenced. Students shall be permitted to study a mixture of modules at two different levels concurrently only where the authorised programme approver determines that this is appropriate for the individual student.

39 Where a pre-requisite module at a lower level is specified for another module, a student must normally pass that pre-requisite before embarking upon study for the module. (See also Section 3.2 Regulation 6)

40 Students may only attend and be assessed in those modules included in their approved programme of study.

41 Programmes of study for continuing students shall normally be finalised before the end of the spring semester of the previous academic year. Unless precluded by pre-requisite requirements or other valid academic reason approved by a Personal Academic Tutor, a student will be required to follow a recommended programme of study which will be allocated to them if they fail to compile and obtain approval for their programme of study by this deadline.

42 A student wishing to withdraw from a module for which he or she is registered must submit a written request to the Director of Student Journey (or nominee) no later than the end of the second week of their period of enrolment. Such requests must be agreed in writing by the Director of Student Journey (or nominee). Without such written agreement every module shall count towards the maximum permitted registrations of 360 credits (see Regulation 32 above). Subject to the Director of Student Journey (or nominee)'s consent, the student shall be deemed not to have taken the module and their record will be updated accordingly. Where this results in the student no longer meeting the criteria for full time study, their mode of attendance will be formally amended to part-time by the University. A student who the University deems still to be studying on a full time basis will continue to pay the appropriate full time fee. A student who the University deems to be studying on a part time basis will receive a refund of the tuition fees paid for the module(s), as appropriate. At the start of each teaching period a student shall be permitted to substitute a module with the approval of her/his Personal Academic Tutor subject to the overall module credit being unchanged (See also Section 2 of the General Student Regulations, regulations 5.17 to 5.20).

3.2 Regulations for undergraduate assessment

Undergraduate assessment scheme

1 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).

2 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.

3 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the systems and arrangements in place for managing the quality and standards of taught provision.

4 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).

5 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may exceptionally specify that particular items of assessed work (or aggregations of components of assessment) must be passed in order for the module to be passed. Should an item of assessed work not be submitted a mark of zero will be recorded for that item. Where an error in the computation of an assessment result or final award has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.

6 Course specific regulations may exceptionally specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed. In the case of Bachelors degrees, a compulsory work placement module or period of study or work experience abroad shall always be required to be passed.

Undergraduate Bachelors Degrees, Foundation Degrees and Preparatory Courses

7 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 40%. Exceptionally modules may be included that are graded as Pass/Fail where the nature of the learning (e.g. the collation of a portfolio demonstrating mastery of practical skills) warrants this.

8 If a student has taken a module but has not completed[1] it, no credit shall be awarded for that module nor shall the module count towards the achievement of any award. Such modules shall however be counted towards the total permitted number of module registrations (see Section 3.1 Regulation 32).

[1] An undergraduate module is deemed to be completed where the student has passed the module on aggregate or has obtained a mark of at least 25% in the module.

9 The following conversions to and from ECTS grades shall be used, where appropriate. London Met marks shall be converted to ECTS grades for outgoing students moving to institutions elsewhere with credit gained for study undertaken at this University. ECTS grades shall be converted to London Met marks for incoming students returning to this University with credit for study undertaken elsewhere.

London Met mark (outgoing sts)	Converted as	European Credit Transfer Scheme (ECTS) grade		Converted as	London Met mark (incoming sts)
70 – 100%		A	Excellent: outstanding performance with only minor errors		75%
60 – 69%		B	Very Good: above the average standard but with some errors		65%
50 – 59%		C	Good: generally sound work with a number of notable errors		56%
43 – 49%		D	Satisfactory: fair but with significant shortcomings		46%
40 – 42%		E	Sufficient: performance meets the minimum criteria		41%
25 – 39%		FX	Fail: some more work required before the credit can be awarded		30%
0 – 24%		F	Fail: considerable further work is required		15%

10 Feedback to students shall be reported in percentage marks, with the proviso that such marks are provisional and subject to change, if given before confirmation of marks by the Assessment Board.

BTEC Higher National Awards

11 In order to pass a module student must achieve all the specified learning outcomes. On the basis of performance in the approved assessment scheme each student shall be awarded a grade for each module reported in accordance with the following scale:

Distinction }
Merit } Passing grades
Pass }
Fail

Responsibilities of students (including coursework submission and attendance at examinations)

12 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.

13 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of each category. Coursework should be submitted by the published deadline. Exceptionally, a student unable, for good reason, to submit a coursework first assessment may request an extension of up to five working days. Such requests shall normally be made in advance of the deadline. Where such an extension is approved and the work is submitted by the extended deadline provided, the work shall be marked as if it were submitted on time by the original due date.

14 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or for non-submission of an item of assessed work, to submit a claim for

mitigating circumstances[2] in accordance with the criteria and procedures for such claims (see Section 10.3).

15 It shall be the responsibility of students who believe their academic performance in an examination was significantly impaired by mitigating circumstances[2], to submit to submit a claim for mitigating circumstances in accordance with the criteria and procedures for such claims (see Section 10.3).

16 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances[2], to submit an appeal to the Student Casework Office within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).

17 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

Completion and Progression

18 The paragraphs below represent the requirements for a student to complete a level of study. Students meeting the requirements will receive a *Progression Decision* of PP – Pass Progress and will be permitted to re-enrol at the next level. Where a student at level 4 or level 5 has passed at least 90 credits at a level and can complete the full requirements of the level through registering and completing/passing one further module they will receive a Progression Decision PC1 – Conditional Progression, One Module Outstanding. They will then be permitted to re-enrol at the higher level provided an agreed programme of modules is recorded allowing them to redeem the outstanding module at the lower level. Conditional Progression is possible between Level 4 and Level 5 and between Level 5 and Level 6 but a student on an extended degree may not enrol at Level 4 unless they have completed all the requirements at Level 3.

Foundation Degrees

19 A Foundation degree student shall be deemed to have completed the requirements of Level 4 and permitted to progress to Level 5 when he or she has:

- completed modules equivalent to 120 credits at Level 4 (see Regulation 8 above) *and*
- achieved passing marks in at least 90 credits of these modules, including any required by the course specific regulations to be passed (see Regulation 6 above).

[2] A student may have a mitigating circumstances/academic performance claim accepted normally on one occasion only for a particular item of assessed work.

Undergraduate Bachelors Degrees

20 A student shall be deemed to have completed the requirements of Level 4 when he or she has:

- completed modules equivalent to 120 credits at Level 4 (see Regulation 8 above) *and*
- achieved passing marks in at least 90 credits of these modules including any required by the course specific regulations to be passed (see Regulation 6 above).

21 A student will be deemed to have completed the requirements of Level 5 when he or she has:

- satisfied the requirements at Level 4 (see Regulation 20 above)
- completed additional modules equivalent to 120 credits specified for study at Level 5 the of the course (see Regulation 8 above) *and*
- achieved passing marks in at least 90 credits of these modules, including any required by the course specific regulations to be passed (see Regulation 6 above).

First Assessments

22 An overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 5 above). A student shall be awarded a pass in the module where they have achieved an overall pass mark, and have additionally passed any items of assessed work required by the Module Specification.

Reassessment and retaking

23 A student who, for a first assessment, has failed a component of assessment (as set down in the Module Specification) for a module shall;

23.1 be expected to undertake reassessment in the component concerned, if the module has been failed overall; *or*

23.2 be invited to undertake reassessment in the failed component (whether attempted or not attempted at the first assessment opportunity) concerned, where the module has achieved an overall pass mark In such circumstances, the reassessment must be taken during the summer resit period following the academic session in which the module was taken (unless a valid claim for mitigating circumstances precludes this). A student eligible to graduate should notify the University of their intention to undertake reassessment in the failed component and, by doing so, defer the date of the conferral of their award. If a student does not undertake reassessment during the summer resit period following the academic session, the original mark shall stand, with no further opportunity to undertake reassessment in the failed component.

24 Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task.

25 A student shall not be entitled to be reassessed in any component of assessment for which a passing mark has been awarded.

26 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. Course specific regulations shall specify the means of reassessment of any period of work experience or work-based learning.

27 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken. Exceptionally a Subject Standards

Board may propose to the Director of Student Journey (or nominee) that the reassessment of a component of a module, initially assessed up to the end of teaching week 15, including a semester 1 module, be additionally offered within the 30 week teaching period. A student who undertakes such a reassessment will have their mark capped at a bare pass for the component (40%) and will have no further assessment opportunity in that component during the summer resit period. Such reassessments should normally be scheduled not less than four weeks after the original assessment date and no later than the end of the scheduled teaching period.

28 Following the completion of all available reassessments a revised overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 5 above), with the higher mark from the initial and/or reassessment contributing according to its weighting in the Module Specification. If a component is passed following reassessment, the contributing mark shall be capped at a bare pass (i.e. 40% or pass grade for undergraduate modules), except in cases where such capping leads to a failing mark for the module where the uncapped marks would lead to a pass, the module shall be recorded as passed with a capped mark of 40%, except where a requirement to pass specific components precludes this.

29 Where a student has a further (re)assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year.

30 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 32, Section 3.1. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed. A student whose enrolment is subject to the provisions of Tier 4 Student Visa and who is required to undertake reassessment in a second registration of a module, may be required to take that final reassessment opportunity outside of the UK.

Review of Academic Performance

31 A student who has received failing marks in 90 credits or more (60 credits for Preparatory courses) in a level shall be required to undertake a review of their academic performance with a Personal Academic Tutor. On the basis of this review, a recovery plan to complete the level may be agreed or the student may be counselled or required to leave the course and/or to seek readmission on a different course.

Minimum criteria for awards

32 Awards shall be conferred by Awards Boards at each level of a course, provided the student has achieved the learning outcomes of that level of the course.

33 For Preparatory courses, awards shall be conferred by Awards Boards at the highest stage achieved by each student, provided the student has achieved the learning outcomes of that stage of the course. Where a student is enrolled on a Preparatory level course which forms an integral part of a particular undergraduate course (or group of related courses) of longer duration, a certificate shall only be issued as a record of the highest level of award conferred (e.g. Bachelors, Diploma of Higher Education, etc).

34 Students who have not completed the course for which they have been registered and have not re-enrolled on the same course (or for Preparatory courses, the undergraduate course

with which the Preparatory level course is associated) within a reasonable period shall be issued with a certificate as a record of the highest level of award conferred on them (see Section 8.2 Regulations for certification).

Preparatory Certificate

35 A Preparatory Certificate in a named subject shall be awarded to a student who has completed and passed modules equivalent to 60 credits at Level 3 from the specified programme of modules.

Preparatory Diploma

36 A Preparatory Diploma in a named subject shall be awarded to a student who has:

- completed modules equivalent to 120 credits at Level 3, *and*
- passed modules equivalent to at least 90 credits at Level 3 including any required by the course specific regulations to be passed.

University Certificate

37 A University Certificate shall be awarded to a student who has achieved passing marks in at least 45 credits at Level 4, Level 5 or Level 6.

A University Certificate in a named subject may be awarded where this is specifically approved at validation; to be conferred an award a student must have achieved passing marks in at least 45 credits at Level 4 or above including any modules required by the course specific regulations to be passed.

Certificate of Higher Education

38 A Certificate of Higher Education shall be awarded to a student who has:

- completed modules equivalent to 120 credits at Level 4, *and*
- passed modules equivalent to at least 90 credits (6 modules).

39 A Certificate of Higher Education (Foundation Degree) shall be awarded to a student who has:

- completed modules equivalent to 120 credits at Level 4, *and*
- passed modules equivalent to at least 90 credits (6 modules).

40 A Certificate of Higher Education with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best 120 credits at Level 4.

41 A Certificate of Higher Education (Foundation Degree) with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best 120 credits at Level 4.

42 A Certificate of Higher Education with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best 120 credits at Level 4.

43 A Certificate of Higher Education (Foundation Degree) with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best 120 credits at Level 4.

Higher National Certificate (BTEC/Higher National Awards)

44 A Higher National Certificate shall be awarded to a student who has achieved passing grades in 150 credits, at least 30 credits at Level 5 and the remainder at Level 4.

- Where at least 75 of the 150 credits are graded as Distinction, the overall award will be classified as a Higher National Certificate with Distinction.
- Where at least 75 of the 150 credits are graded as Merit or Distinction the overall award will be classified as a Higher National Certificate with Merit.

University Diploma

45 A University Diploma shall be awarded to a student who has:
- completed modules equivalent to 165 credits at Levels 4 and 5, at least 45 credits of which are at Level 5, *and*
- passed modules equivalent to at least 45 credits at Level 5 and 90 credits at Level 4.

Foundation Degree

46 A Foundation Degree shall be awarded to a student who has:
- achieved passing marks in the period/all periods of work experience *and*
- has completed the requirements of Level 4 (see Regulation 20 above) *and*
- completed modules equivalent to 120 credits at Level 5, *and*
- passed modules equivalent to at least 105 credits at Level 5.

47 A Foundation Degree with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best 120 credits at Level 5.

48 A Foundation Degree with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best 120 credits at Level 5.

Diploma of Higher Education

49 A Diploma of Higher Education shall be awarded to a student who has:
- has completed the requirements of Level 4 (see Regulation 20 above) *and*
- completed modules equivalent to 120 credits specified for Level 5 of the course, *and*
- passed modules equivalent to at least 105 credits specified for Level 5.

50 A Diploma of Higher Education in named subject(s) shall be awarded to a student who has:
- fulfilled the requirements for a Diploma of Higher Education *and in so doing*
- passed at least 90 credits at Level 5 and 90 credits Level 4 specified in the relevant Course Specifications, including any required by the course specific regulations to be passed (see Regulation 6 above).

51 A Diploma of Higher Education with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best 120 credits at Level 5.

52 A Diploma of Higher Education with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best 120 credits at Level 5.

Unclassified Bachelor's degree

53 An unclassified Bachelor's degree (degree without honours) shall be awarded to a student who has:
- has completed the requirements of Level 4 (see Regulation 20 above) *and*
- completed modules equivalent to 120 credits specified for Level 5 of the course, *and*
- passed modules equivalent to at least 105 credits specified for Level 5 *and*
- passed at least an additional 60 credits at Level 6.

A student who has entered the Level 6 on the basis of APL credit shall be also required to complete 105 credits and pass 90 credits of modules in addition to those for which credit has been awarded (Regulation 31d, Section 3.1).

54 An unclassified Bachelor's degree in a named subject shall be awarded to a student who has:

- fulfilled the requirements for an unclassified Bachelor's degree *and in so doing*
- passed at least 60 credits specified in the named Single Honours course at each of Levels 5 and 6, including any required by the course specific regulations to be passed (see Regulation 6 above).

55 An unclassified Bachelor's degree in two named subjects shall be awarded to a student who has:

- fulfilled the requirements for an unclassified Bachelor's degree *and in so doing*
- passed at least 30 credits specified in the named Joint Honours course at each of Levels 5 and 6, including any required by the course specific regulations to be passed (see Regulation 6 above). The two named subjects shall be linked in the degree title by the word "and".

56 An unclassified Bachelor's degree with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best 180 credits at Levels 5 and 6, including at least 60 credits at Level 6,

57 An unclassified Bachelor's degree with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best 180 credits at Levels 5 and 6, including at least 60 credits at Level 6.

Degree with Honours

58 A degree with Honours shall be awarded to a student who has:

- completed the requirements at both Level 4 and Level 5 (see Regulations 20 and 21 above) *and*
- passed modules equivalent to at least 210 credits at Levels 5 and 6 *and*
- passed modules equivalent to at least 90 credits at Level 6, *and*
- completed modules equivalent to 240 credits at Levels 5 and 6 (see Regulation 8 above) *and*
- passed any modules required by the course specific regulations to be passed (see Regulation 6 above).
- completed a module designated as 'project or equivalent'
- registered no more than 360 credits at levels 5 and 6.

A student who has entered the Level 6 on the basis of APL credit shall be also required to complete 120 credits and pass 105 credits of modules in addition to those for which credit has been awarded (Regulation 31d, Section 3.1).

59 A Single Honours degree in a named subject shall be awarded to a student who has:

- fulfilled the requirements for a degree with Honours; *and,*
- completed 180 and passed at least 150 credits of subject modules at Levels 5 and 6 in the named Single Honours course including all those required by the course specific regulations to be passed (see Regulation 6 above).

60 A Joint Honours degree in two named subjects shall be awarded to a student who has:

- fulfilled the requirements for a degree with Honours; *and,*
- completed 90 credits and passed at least 75 credits at Levels 5 and 6 in each of the named Joint Honours courses including all those required by the course specific regulations to be passed.

61 Where a student completes the requirements for an Honours degree through accumulating the required volume of credit, but does not meet subject-specific requirements for a named award, they may be conferred with the title of BA/BSc (Hons) Combined Studies or BA/BSc (Hons) XXX and Combined Studies (the latter being conferred where a student meets the requirements for only one part of joint degree programme). Conferral of non-honours degrees and other staged awards with these titles will also be made on request where a student has accumulated sufficient credit without meeting the requirements for a named award.

Honours classification[3]

62 Subject to the satisfaction of the above criteria and 63 below, the classification of the award shall be calculated on the basis of the best 240 credits at Levels 5 and 6, at least 90 credits of which are at Level 6. A classification average over these 240 credits shall be calculated. The average of the marks for the best 90 credits at Level 6 shall contribute two thirds of the classification average; the average of the marks for the next best 150 credits at Level 5 or Level 6 shall contribute one third of the classification average.

62a Award titles that require the completion of a compulsory 30 credit placement at Level 6 will have a classification average calculated over 270 credits. The average of the marks for the best 120 credits at Level 6 shall contribute two thirds of the classification average; the average of the marks for the next best 150 credits at Level 5 or Level 6 shall contribute one third of the classification average.

62b Students admitted with advanced standing to Level 5 and who have partial exemption from the level under the provisions for Accreditation of Prior Learning shall have a classification average calculated over fewer modules. The best 90 credits at Level 6 (120 credits for placement awards) will contribute two thirds of the classification average while the credit at Level 5 and Level 6 that contributes the remaining one third shall be reduced (from 150 credits, as above) by the total of APL credit awarded at Intermediate level.

62c Students entering Level 6 with advanced standing shall have a classification average calculated over the full 120 credits of their Level 6 programme.

63 The threshold for each classification band shall be as follows:

69.5% and above	First class honours standard
59.5% - 69.49%	Second class honours upper division standard
49.5% - 59.49%	Second class honours lower division standard
40% - 49.49%	Third class honours standard
0% - 39.99%	Fail.

64 If the classification average, as calculated in Regulation 62, falls no more than 2.5% short of the next highest classification boundary, the distribution of credit achieved at Level 5 and Level 6 will be considered. If the marks for at least half of the credits contributing to the award fall within a higher class than the overall average mark, the classification shall be raised by one class above that indicated by the classification average. Thus, students classified over 240 credits will require 120 credits in the higher class in order to have their classification raised; students classified over 270 credits will require 135 credits in the higher class in order to have their classification raised; students entering Level 6 with

[3] Please note that 62 -64 above will be applied to students who commenced on their named bachelor's award prior to 2015/16 on a 'no disadvantage' basis; i.e. the award will be calculated using the algorithm detailed in the 2015/16 Academic Regulations and the 2014/15 Academic Regulations; with the most favourable outcome being conferred.

advanced standing and classified over 120 credits will require 60 credits in the higher class in order to have their classification raised.

65 The classification arrangements for Integrated Masters courses is detailed in Section 3.3 Regulations 65-67.

Aegrotat award

66 An Aegrotat award may be awarded where a student has been certified as absent for valid reasons and is unable to complete the course and sufficient evidence has been submitted to the Awards Board. (See also Section 8.2 Regulation 18)

Award titles

67 The University's systems and arrangements in place for managing the quality and standards of taught provision, sometimes in conjunction with professional body procedures, shall determine the award titles in respect of individual courses, following the guidance below.

68 Students may receive a Foundation Degree (Arts) or a Foundation Degree (Science), as specified at validation. The award of Foundation Degree (Arts) (FDA) shall be associated with art and design, the arts and humanities, combined studies in the arts and social studies, and in areas of social or business studies where it is appropriate. The award of Foundation Degree (Science) (FDSc) shall be associated with social science, computing, science or mathematics and their applications.

69 Students may receive a Bachelor of Arts, Bachelor of Science, Bachelor of Laws, or Bachelor of Engineering. Single Honours, Major/Minor combinations and individual Joint courses in particular subjects shall be approved to lead to these awards, as specified at validation and consistent with professional body regulations, where appropriate.

70 The award of Bachelor of Arts (BA) shall be associated with art and design, the arts and humanities, combined studies in the arts and social studies, and in areas of social or business studies where it is appropriate.

71 The award of Bachelor of Science (BSc) shall be associated with social science, computing, science or mathematics and their applications.

72 The award of Bachelor of Laws (LLB) shall be reserved for undergraduate courses of specialised study in law.

73 The award of Bachelor of Engineering (BEng) shall be reserved for undergraduate courses of specialised study in engineering.

74 The award of Master of Osteopathy (M.Ost) shall be reserved for the undergraduate Integrated Masters course of specialised study in osteopathy.

75 The award of Master of Engineering (M.Eng) shall be reserved for the undergraduate Integrated Masters course of specialised study in engineering.

75 Decisions about which degrees to award to students who are to receive Combined Studies or Joint awards shall be the responsibility of the Awards Board. The decision will be determined by the mix and quantity of particular subjects successfully completed by a student. Unless a minimum of ten of the modules successfully completed at levels 5 and 6 l would lead to a

Bachelor of Science award (if the modules were taken as part of Single Honours courses) a Bachelor of Arts will be awarded.

3.3 Integrated Masters Regulatory Framework

Introduction to the integrated masters regulatory framework

1 Integrated Masters courses provide an extended and enhanced programme of study with increased emphasis on industrial relevance. The Integrated Masters course is a four-year full time programme of study, integrating three years of study at undergraduate honours level (minimum 360 credits) with at least the equivalent of one year of study (minimum 120 credits) at Masters level.

2 Within the Integrated Masters programme the Undergraduate level study is comprised of Level 4, Level 5 and Level 6, which follow and are subservient to, the undergraduate regulatory framework (Section 3). The Masters level (Level 7) follows, and is subservient to, the postgraduate regulatory framework (Section 4).

3 Integrated Masters courses are defined as Undergraduate courses and are thereby specified within, and must comply with, the Undergraduate Awards Framework (refer Section 3.1).

4 This regulatory framework applies to all integrated masters courses of London Metropolitan University. Where for good reason (most commonly requirements imposed by professional bodies as a condition of professional recognition), variations to the scheme regulatory framework or additional detailed regulations are approved on behalf of Academic Board for specific courses, such variations shall be included in course specific regulations, which shall augment, but be subservient to, this scheme regulatory framework.

5 This regulatory framework is based on principles of flexibility of admission (see the Generic principles for admissions and the University's minimum entry requirements in Section 2.2) and educational choice, and the provision of a range of modes of study and compatible awards, enabled by a credit transfer and accumulation system. Subject specific entry requirements shall be set down in the course specification.

Course structure

6 Study at Level 4, Level 5 and Level 6 shall be based on a teaching year comprised of 30 weeks of formal scheduled teaching augmented, where appropriate, by a summer studies period. Study at Level 7 shall be based on a teaching year comprised of an autumn and a spring semester of 15 weeks each and, where appropriate, a summer studies period.

7 Standard modules shall be worth:

Undergraduate Level	30 credits (equivalent to 15 ECTS credits) or 15 credits (equivalent to 7.5 ECTS credits). One credit shall denote 10 learning hours.
Masters Level	20 credits (equivalent to 10 ECTS credits). One credit shall denote 10 learning hours.

8 Larger or smaller modules, where approved on behalf of Academic Board, shall contribute proportionately to the calculation of a student's overall mark.

9 Each module (of any size) shall be ascribed to one of Level 4, Level 5, Level 6 or Level 7.

10 Course specifications shall specify the modules that students must take at each level as part of their programme of study (*core modules*) and the modules which may be taken where option choices are offered (*designate/elective modules*).

11 Where a course operates with more than one entry point (e.g. Autumn or Spring intakes) or on different campuses of the University, the core modules required for the award shall be identical for all entry points and locations of study; for reasons of operational efficiency students enrolling at different entry points or locations may choose from different lists of designate/elective modules.

12 Integrated Masters courses shall be offered as Single Honours only.

Course Structure – general

13 The Level 4 of each course shall be designed so that on completion students are provided with defined opportunities for transfer to a standalone Bachelors degree. Such transfers will not involve loss of standing; however, if the transfer is one not normally anticipated, specific credit or pre-requisites of the receiving course may result in an extension to the total length of the student's programme of study.

14 The general principles set in Section 3.1 of these Regulations apply to Level 4, Level 5 and Level 6 of Integrated Masters courses. In addition, Course specifications will demonstrate that either Level 6 or Level 7 includes the necessary underpinning in research methods. This may be a dedicated core module or part core module(s), or may be demonstrated across the core module provision either at the Level 6 or Level 7.

Course Structure – Level 7

15 Unless variations are approved on behalf of the Academic Board, students shall be required to produce a dissertation of a minimum of 40 credits (equivalent to 20 ECTS credits), which is defined as a substantial piece of independent work, synthesising earlier learning, and which may be a written piece of work, a project incorporating a report, critically reflective and normally produced under supervision unless exceptional circumstances prevail.

Study outside the University

16 Integrated masters courses shall normally provide opportunities for students to undertake a period of work or study outside the University. (see also Section 2.1 Regulations 29-32 maximum duration of study). A course requiring a year of study or work experience abroad shall likewise include 30 credits additional to those specified in Regulations 20-22 above, normally at Level 6. Such work or study outside the University shall not be treated as additional module(s) for the purposes of Regulation 20 below. Course specific regulations shall specify any other variations from the standard course structure template for the undergraduate scheme, to credit and assessment contributions towards the final degree classification.

Accreditation of Prior Learning (APL)

17 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 10.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit.

18 The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to 50% (240 credits) of the volume of the intended award. Students must achieve at least 50% of the learning towards an award while enrolled on a course leading to that award of this University. In order to comply with visa requirements, APL credit for International students shall only be awarded for one module or a full semester. A student may be awarded a mixture of APCL and APEL credit.

19 A student entering the Honours level shall be required to complete 120 credits *and* pass 105 credits in order to successfully complete the Honours level and be awarded a degree with honours.

Module Registrations

20 A student shall not normally be permitted to register for a total of more than:

Undergraduate Level	360 credits Levels 5 and 6 combined
Masters Level	200 credits

21 Once a student has met the requirements for their intended award they shall not be eligible to register for any additional modules. A student may only decline an award to enable them to undertake any outstanding eligible first assessments/reassessments.

22 Retaking a module (see Regulation 59) counts as a separate registration for the purposes of this regulation.

23 Students given credit in accordance with the APL regulations and procedures shall be permitted a proportionately reduced total number of module registrations (See Section 10.1). A student who withdraws from his or her course (see Section 2 of the General Student Regulations, Regulation 4.1.2), or intermits with permission before the second week of the first semester of the academic year in which she/he is enrolled (see Section 2 of the General Student Regulations, Regulation 5) shall not have the modules for which he or she was registered included in the total number of module registrations.

Modes of study

24 Students shall be able to study full-time, part-time, and/or in short blocks of full-time study, during the day and/or the evening or by distance learning as stated in the relevant course specification. Students shall be able to switch between modes of study without loss of standing.

25 A full-time programme of study shall normally comprise:

Undergraduate Level	120 credits in an academic year (Refer also Section 3.1 Regulations 33-35)
Masters Level	60 credits in a semester (120 credits in an academic year) (Refer also Section 4.1 Regulation 16-17)

Approval of programmes of study

26 Each student shall have a programme of study, listing the modules to be studied in each semester for each level of the course. Where a student undertakes study under the ERASMUS programme, a programme of study shall be prepared in the form of an ECTS Learning Agreement. A programme of study shall be allocated to each full time student in advance of commencement of Certificate level; subsequently it shall be the student's responsibility to compile and obtain approval for their programme of study from an authorised programme approver (see also Regulation 31 below).

27 The authorised programme approver shall approve a student's programme of study in line with the overall aims of the scheme, principles of academic coherence and the learning outcomes of the course for which the student is registered.

28 A programme of study shall be designed to ensure that wherever possible modules at a lower level are passed before those at a higher level are commenced. Students shall be permitted to study a mixture of modules at two different levels concurrently only where the

authorised programme approver determines that this is appropriate for the individual student.

29 Where a pre-requisite module at a lower level is specified for another module, a student must normally pass that pre-requisite before embarking upon study for the module (see also Regulation 40 below).

30 Students may only attend and be assessed in those modules included in their approved programme of study.

31 Programmes of study for continuing students shall normally be finalised before the end of the spring semester of the previous academic year. Where a student fails to compile and obtain approval for a programme of study by the published deadline they shall be required to follow a recommended programme of study which will be allocated to them.

32 A student wishing to withdraw from a module for which he or she is registered must submit a written request to the Director of Student Journey (or nominee) no later than the end of the second week of their period of enrolment. Such requests must be agreed in writing by the Director of Student Journey (or nominee). Without such written agreement every module shall count towards the maximum permitted total registrations (see Regulation 20 above). Subject to the Director of Student Journey (or nominee)'s consent, the student shall be deemed not to have taken the module and their record will be updated accordingly. Where this results in the student no longer meeting the criteria for full time study, their mode of attendance will be formally amended to part-time by the University. A student who the University deems still to be studying on a full time basis will continue to pay the appropriate full time fee. A student who the University deems to be studying on a part time basis will receive a refund of the tuition fees paid for the module(s), as appropriate. At the start of each teaching period a student shall be permitted to substitute a module with the approval of her/his Course Leader subject to the overall module credit being unchanged (See also Section 2 of the General Student Regulations, regulations 5.17 to 5.20).

Progression and Completion

33 Normally, students will only be permitted to progress following completion of a level:

Completion of Level 4:

33a A student shall be deemed to have completed the requirements of the Level 4 and when he or she has:

- completed modules equivalent to 120 credits at Level 4 (see Regulation 42 below) *and*
- achieved passing marks in at least 90 credits of these modules including any required by the course specific regulations to be passed (see Regulation 10 above) *and*
- achieved an average of at least 55% in the best 90 credits.

Completion of Level 5:

33b A student will be deemed to have completed the requirements of the Level 5 when he or she has:

- satisfied the requirements at Level 4 (see Regulation 33a above)
- completed additional modules equivalent to 120 credits specified for study at the I Level 5 of the course (see Regulation 50 below) *and*
- achieved passing marks in at least 105 credits of these modules, including any required by the course specific regulations to be passed (see Regulation 10 above) *and*
- achieved an average of at least 55% in the best 90 credits at Level 5.

Completion of Level 6:

33c A student will be deemed to have completed the requirements of the Level 6 when he or she has:

- completed the requirements at both Level 4 and Level 5 (see Regulations 33a and 33b above) *and*
- completed additional modules equivalent to 120 credits specified for study at the Level 6 of the course (see Regulation 42 below) *and*
- achieved passing marks in at least 90 credits of these modules, including any required by the course specific regulations to be passed (see Regulation 10 above) *and*
- achieved an average of at least 55% in the best 90 credits at Level 6.

34 Course Regulatory Schedules shall specify course transfer opportunities and exit awards for students who fail to satisfy the progression and completion requirements stipulated in Regulation 33 above.

Course transfers arrangements

35 Course Regulatory Schedules shall specify arrangements for course transfers[1]:

- from an Integrated Masters course to a standalone Bachelors degree; *and,*
- from other specified courses to an Integrated Masters.

(**Note** – *transfer from a Bachelors degree to Integrated Masters may impact upon a student's entitlement to funding and associated financial support)*

36 Transfer to an Integrated Masters course after commencement of the Undergraduate Honours level is not normally possible.

Integrated Masters assessment scheme

37 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the systems and arrangements in place for managing the quality and standards of taught provision.

38 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1, Regulation 8).

39 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may exceptionally specify that particular items of assessed work (or aggregations of components of assessment) must be passed in order for the module to be passed. Should an item of assessed work not be submitted a mark of zero will be recorded for that item. Where an error in the computation of an assessment result or final awards has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.

40 Course specific regulations may exceptionally specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed.

[1] Course Regulatory Schedules shall make explicit reference to advice and guidance to students in relation to course transfers, funding and financial support

Pass marks

41 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be:

Undergraduate Level	40%
Masters Level	50%

42 If a student has taken an undergraduate module but has not completed it[2], no credit shall be awarded for that module nor shall the module count towards the achievement of any award. Such modules shall however be counted towards the total permitted number of module registrations (see Regulation 20 above).

European Credit Transfer Scheme:

43 The following conversions to and from ECTS grades shall be used, where appropriate. London Met marks shall be converted to ECTS grades for outgoing students moving to institutions elsewhere with credit gained for study undertaken at this University. ECTS grades shall be converted to London Met marks for incoming students returning to this University with credit for study undertaken elsewhere.

London Met mark (outgoing sts)	Converted as	European Credit Transfer Scheme (ECTS) grade		Converted as	London Met mark (incoming sts)
70 – 100% (UG and PG)		A	Excellent: outstanding performance with only minor errors		75% (UG and PG)
60 – 69% (UG) 63 – 69% (PG)		B	Very Good: above the average standard but with some errors		65% (UG) 66% (PG)
50 – 59% (UG) 58 – 62% (PG)		C	Good: generally sound work with a number of notable errors		56% (UG) 60% (PG)
43 – 49% (UG) 53 – 57% (PG)		D	Satisfactory: fair but with significant shortcomings		46% (UG) 55% (PG)
40 – 42% (UG) 50 – 52% (PG)		E	Sufficient: performance meets the minimum criteria		41% (UG) 50% (PG)
25 – 39% (UG and PG		FX	Fail: some more work required before the credit can be awarded		30% (UG and PG)
0 – 24% (UG and PG)		F	Fail: considerable further work is required		15% (UG and PG)

Note: UG = Undergraduate Level of study; PG = Postgraduate/Masters Level of study

44 Feedback to students shall be reported in percentage marks, with the proviso that such marks are provisional and subject to change, if given before confirmation of marks by the Assessment Board.

Responsibilities of students (including coursework submission and attendance at examinations)

45 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.

46 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of each category. Coursework should be submitted by the published deadline. Exceptionally, a student unable, for good reason, to submit a coursework first assessment may request an extension of up to five working days. Such requests shall normally be made in advance of the

[2] An undergraduate module is deemed to be completed where the student has passed the module on aggregate or has obtained a mark of at least 25% in the module.

deadline. Where such an extension is approved and the work is submitted by the extended deadline provided, the work shall be marked as if it were submitted on time by the original due date.

47 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or for non-submission of an item of assessed work, to submit a claim for mitigating circumstances[3] in accordance with the criteria and procedures for such claims (see Section 10.3).

48 It shall be the responsibility of students who believe their academic performance in an examination was significantly impaired by mitigating circumstances, to submit to submit a claim for mitigating circumstances[3] in accordance with the criteria and procedures for such claims (see Section 10.3).

49 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances[3], to submit an appeal to the Student Casework Office within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).

50 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety, which might give an advantage in assessment to students against whom allegations have been made, shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

First Assessments

51 An overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 39 above). A student shall be awarded a pass in the module where they have achieved an overall pass mark, and have additionally passed any items of assessed work required by the Module Specification.

Reassessment and retaking

52 A student who, for a first assessment, has failed a component of assessment (as set down in the Module Specification) for a module shall:

52.1 be expected to undertake reassessment in the component concerned, if the module has been failed overall; *or*

52.2 be invited to undertake reassessment in the failed component (whether attempted or not attempted at the first assessment opportunity) concerned, where the module has achieved an overall pass mark. In such circumstances, the reassessment must be taken during the summer resit period following the academic session in which the module was taken (unless a valid claim for

[3] A student may have a mitigating circumstances/academic performance claim accepted normally on one occasion only for a particular item of assessed work.

mitigating circumstances precludes this). A student eligible to graduate should notify the University of their intention to undertake reassessment in the failed component and, by doing so, defer the date of the conferral of their award. If a student does not undertake reassessment during the summer resit period following the academic session, the original mark shall stand, with no further opportunity to undertake reassessment in the failed component.

53 Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task.

54 A student shall not be entitled to be reassessed in any component of assessment for which a passing mark has been awarded.

55 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. Course specific regulations shall specify the means of reassessment of any period of work experience or work-based learning.

56 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken.

57 Following the completion of all available reassessments a revised overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 22 above), with the higher mark from the initial and/or reassessment contributing according to its weighting in the Module Specification. If a component is passed following reassessment, the contributing mark shall be capped at a bare pass (i.e. 40% or pass grade for undergraduate modules and 50% for postgraduate modules), except in cases where such capping leads to a failing mark for the module where the uncapped marks would lead to a pass, the module shall be recorded as passed with a capped mark of 40% for undergraduate modules and 50% for postgraduate modules, except where a requirement to pass specific components precludes this.

58 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken. Alternatively, to enable reassessment to be undertaken earlier, a Subject Standards Board may propose to the Director of Student Journey (or nominee) that the reassessment of a component of a module, initially assessed up to the end of teaching week 15, be additionally offered within the 30 week teaching period. A student who undertakes such a reassessment will have their mark capped at a bare pass for the component (40%) and will have no further assessment opportunity in that component during the summer resit period. Such reassessments should normally be scheduled not less than four weeks after the original assessment date and no later than the end of the scheduled teaching period.

59 When a student has failed both the original assessment and the reassessment for a module (or has not attempted reassessment by the due date), the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 20 above). A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed. A student whose enrolment is subject to the provisions of Tier 4 Student Visa and who is required to undertake reassessment in a second registration of a module, may be required to take that final reassessment opportunity outside of the UK.

Review of academic performance

60 A student who has failed to satisfy minimum levels of academic engagement and/or minimum threshold for academic performance shall be required to undertake a review with a nominated academic adviser. On the basis of this review, the student may be counselled or required to leave the course and/or to seek readmission on a different course.

Minimum criteria for awards

61 Awards Boards shall confer the award of a Masters degree following successful completion of the integrated masters programme.

62 For students who exit without fulfilling the requirements of the course, the Awards Board shall confer awards at the highest stage achieved by each student, provided the student has achieved the learning outcomes of that stage of the course. For example a student completing the Levels 4, 5 and 6 requirements but not completing the full award may receive a BEng award. Course Regulatory Schedules shall make clear the award titles to be conferred in these circumstances. Such awards shall be determined and conferred in accordance with the Undergraduate Awards Framework (Section 3.1) and the corresponding minimum criteria for awards (Section 3.2)

63 Students who have not completed the course for which they have been registered and have not re-enrolled on the same course within a reasonable period shall be issued with a certificate as a record of the highest level of award conferred on them (see Section 8.2 Regulations for certification).

Integrated Masters degree

64 A Masters degree shall be awarded to a student:

- completed the requirements at both Level 4 and Level 5 (see Regulations 33a and 33b above) *and*
- passed modules equivalent to at least 210 credits at Level 5 and Level 6 *and*
- passed modules equivalent to at least 90 credits at Level 6 *and*
- completed modules equivalent to 240 credits at Level 5 and Level 6, (see Regulation 42 above) *and*
- passed any modules required by the course specific regulations to be passed (see Regulation 10 above) *and*
- who has passed modules equivalent to 120 credits at Level 7 within their approved programme of study, including a dissertation or equivalent (unless a variation waiving the requirement for a course to include a dissertation has been approved on behalf of the Academic Board).

A student who has entered the Honours level on the basis of APL credit shall be also required to satisfy Regulation 27 above.

Classification

65 The award of an Integrated Masters Degree shall be classified on the basis of the classification average, calculated as follows:

- The best 90 credits at Level 6 will contribute one quarter (25%) of the classification average while the best 120 credits at Level 7 will contribute three quarters (75%) of the classification average.

66 A Masters degree with Merit shall be awarded to a student who has achieved

- an average mark (as calculated in 65 above) of at least 60% and less than 70% *or*
- an average mark (as calculated in
- 65 above) of at least 59.5% *and* at least 60% in 80 credits (or equivalent) at Level 7.

67 A Masters degree with Distinction shall be awarded to a student who has achieved

- an average mark (as calculated in 75 above) of at least 70% *or*

- an average mark (as calculated in 75 above) of at least 69.5% *and* at least 70% in 80 credits (or equivalent) at level 7.

Section 4 - Postgraduate regulatory framework

4.1 Postgraduate Awards Framework and Regulations for the postgraduate scheme and course structure

Postgraduate Awards Framework

Awards and awards descriptors	**CATS points**	**FHEQ Level**	**ECTS credits**	***Maximum period of registration**
Masters level awards Much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Masters graduates will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments. (Source: QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland)				
Postgraduate Certificate (PGCert)	60 (including at least 40 credits Level 7)	7	30	2 years
Postgraduate Diploma (PGDip)	120 (including at least 100 credits at Level 7)	7	60	3 years
Master of Arts (MA) **Master of Science (MSc)** **Master of Laws (LLM)** **Master of Education (MEd)** **Master of Public Administration (MPA)** **MA/MSc by Project**	180 (including at least 160 credits at Level 7)	7	90	3 years
Master of Business Administration (MBA) **Master of Professional Practice (MProf)** **Master of Enterprise (MEnt)**		7	90	3 years
The programme for a Masters course shall include compulsory component(s) of independently researched, advanced work, such as a dissertation, a project including a report, an artefact including a commentary or an equivalent piece of work. This will normally be weighted at least 60 credits at Level 7. For the MA/MSc by Project this will be weighted at least 90 credits (possibly across more than one module).				
European Masters Degree A Masters degree involving study in at least two European countries, conferred by several European HE institutions with degree awarding powers.	240	7	120	3 years

Note: The maximum period of registration stated is that in which a student is normally expected to complete the award, including any break from studies (interruption/intermission) or other absence.

Awards and awards descriptors	**FHEQ Level**	**Maximum period of registration**
Advanced Practitioner Diploma (AdvPracDip) The holder of an AdvPracDip will have completed a programme of advanced professional and research training within an appropriate theoretical context and will have developed specialist professional skills and competencies.	7	4 years
For Integrated Masters programmes refer to the Undergraduate Awards Framework (Section 3.1)		

Introduction to the postgraduate regulatory framework

1 The aim of the taught postgraduate modular framework is to provide a systematic and developmental higher education programme within an appropriate intellectual framework, which is of direct relevance to industry, commerce, the professions and the not-for-profit sector, as well as offering a foundation for a research degree.

2 The scheme is based on principles of flexibility of admission and educational choice, provision of a range of modes of study and compatible awards, enabled by a credit transfer and accumulation system.

3 This regulatory framework applies to all postgraduate taught courses of London Metropolitan University. Where for good reason (most commonly requirements imposed by professional bodies as a condition of professional recognition) variations to the scheme regulatory framework or additional detailed regulations are approved on behalf of Academic Board for specific courses, such variations shall be included in course specific regulations (and presented at validation/approval), which shall augment, but be subservient to, this scheme regulatory framework.

Taught Postgraduate course structure

5 Full-Time Masters, Postgraduate Diploma and Postgraduate Certificate courses shall normally be based on a teaching year comprising an autumn and a spring semester of 15 weeks each and a summer studies period, making 48 weeks in total. Part-time courses may operate using the same pattern (with students studying over a longer period) or may be designed to meet the requirements of the target market through block, weekend or other non standard delivery specified at validation.

6 Taught modules shall normally be worth 20 credits (equivalent to 10 ECTS credits), denoting 200 learning hours. Taught modules shall normally be delivered in a single semester. Larger or smaller modules taught modules worth 10, 30 or 40 credits may be used to make up the programme with the rationale for such architectures tested at validation with marks contributing proportionately in the calculation of a student's overall classification average.

7 Research Methods shall be an identified part of each Masters award with the skills required for completing the dissertation (see 8 below) identified in one or more modules.

8 All Masters courses shall, unless the need for variation is demonstrated at validation, require students to produce a dissertation which is defined as a substantial piece of independent work worth 60 credits (30 ECTS credits), synthesising earlier learning, and which may be a written piece of work, a project incorporating a report, an artefact, performance or composition, critically reflective and normally produced under supervision. It shall normally be completed during the summer studies period for full time students who commence in September and at other defined periods for all other candidates. Where

variation is approved at validation (normally in respect of vocationally focussed courses) the requirement for independent study towards a dissertation or other project-based work may be reduced to 20 credits (10 ECTS credits).

9 Courses may allow students an element of choice between modules. In order to qualify for a named award students must complete an approved programme of core, and optional modules as outlined in the course specification.

Accreditation of Prior Learning (APL)

10 Students who have been given credit for prior learning in accordance with the APL Procedures shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to a maximum two thirds of the volume of the intended award. A student may be awarded a mixture of certificated and experiential credit.

11 A student may only be conferred with the award of a Postgraduate Certificate if they have taken at least 20 credits at Level 7 under these regulations (excluding the award of AP(E)L).

12 APL credit will not normally be awarded for level 6 study where this had led to a previously completed award.

13 A student admitted under the Tier 4 provisions and awarded credit for prior learning will be required to register and attend a programme of modules consistent with the minimum number of hours of study required under UK Border Agency guidance as it pertains at each period of enrolment.

Module Registrations

14 A student on a masters programme shall not normally be permitted to register for more than a total of 300 credits or pro rata for lower awards. Retaking a module (see Section 4.2 Regulation 25) counts as a separate registration for the purposes of this regulation. Students given credit in accordance with the APL regulations and procedures shall be permitted a proportionately reduced total number of module registrations (see Section 10.1). A student who withdraws from his or her course (see Section 2 of the General Student Regulations, Regulation 4.1.2), or intermits with permission before the second week of the first semester of the academic year in which she/he is enrolled (see Section 2 of the General Student Regulations, Regulation 5) shall not have the modules for which he or she was registered included in the total number of module registrations..

15 Once a student has met the requirements for their intended award they shall not be eligible to register for any additional modules. A student may only decline an award to enable them to undertake any outstanding eligible first assessments/reassessments.

Modes of study

16 Students shall be able to study full-time, part-time, and/or in short blocks of full-time study, during the day and/or the evening or by distance learning as stated in the relevant course specification. Students shall be able to switch between modes of study without loss of standing.

17 A full-time programme of study shall normally comprise 60 credits (normally 3 modules) denoting 600 learning hours in each semester and a dissertation module worth 60 credits denoting 600 learning hours (see Regulation 8 above for description of dissertation or

equivalent) and is completed in two semesters and the summer studies period. A part-time programme of study shall normally be completed over a period of more than two semesters and the summer studies period. A student's mode of study will be formally designated by the University at the outset of a student's academic year and will be amended only if their authorised programme of study changes or where their programme is such that their mode changes from one semester to another.

Approval of programmes of study

18 Each student shall have a programme of study, listing the modules to be studied on that programme in each semester. The authorised programme approver shall approve a student's programme of study in line with the overall aims of the scheme, principles of academic coherence and the learning outcomes of the course for which the student is registered.

19 Students may only attend and be assessed in those modules included in their approved programme of study.

20 Programmes of study shall normally be finalised before the start of the semester.

21 A student wishing to withdraw from a module for which he or she is registered must submit a written request to the Director of Student Journey (or nominee) no later than the end of the second week of the first semester of the academic year in which she/he is enrolled. Such requests must be agreed in writing by the Director of Student Journey (or nominee). Without such written agreement every module shall count towards the maximum permitted total of 15 registrations (see Regulation 11 above). Subject to the Director of Student Journey (or nominee)'s consent, the student shall be deemed not to have taken the module and their record will be updated accordingly. Where this results in the student no longer meeting the criteria for full time study, their mode of attendance will be formally amended to part-time by the University. A student who the University deems still to be studying on a full time basis will continue to pay the appropriate full time fee. A student who the University deems to be studying on a part time basis will receive a refund of the tuition fees paid for the module(s), as appropriate. At the start of each teaching period a student shall be permitted to substitute a module with the approval of her/his Course Leader subject to the overall module credit being unchanged registered (See also Section 2 of the General Student Regulations, regulations 5.17 to 5.20).

4.2 Regulations for taught postgraduate assessment

1 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).

2 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.

3 There shall be standard university-wide deadlines for dissertation submission at the end of each semester and the summer studies period. These dates shall be specified and published in advance.

4 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.

5 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).

6 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may exceptionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted a mark of zero will be recorded for that item. Where an error in the computation of an assessment result or final award has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.

7 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 50%.

8 Where a course includes elements studied in partner institutions in the European Union the ECTS process shall govern the import and export of marks and grades. Grade conversion shall reflect the distribution of grades in the partner institution and, unless otherwise agreed by the Director of Student Journey (or nominee) the following table shall apply:

Grade Awarded by Partner	Mark Recorded by London Met
A	75
B	66
C	60
D	55
E	50
FX	30
F	15

9 Feedback to students, before confirmation of marks by the Assessment Board, may be reported in percentage marks, with the proviso that such marks are provisional and subject to change.

Responsibilities of students (including coursework submission and attendance at examinations)

10 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.

11 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories. Coursework should be submitted by the published deadline. Exceptionally, a student unable, for good reason, to submit a coursework first assessment may request an extension of up to five working days. Such requests shall normally be made in advance of the deadline. Where such an extension is approved and the work is submitted by the extended deadline provided, the work shall be marked as if it were submitted on time by the original due date.

12 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or for non-submission of an item of assessed work, to submit a claim for mitigating circumstances[1] in accordance with the criteria and procedures for such claims (see Section 10.3).

13 It shall be the responsibility of students who believe their academic performance in an examination had been significantly impaired by mitigating circumstances[1], to submit to submit a claim for mitigating circumstances in accordance with the criteria and procedures for such claims (see Section 10.3).

14 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances[1], to submit an appeal to the Student Casework Office within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).

15 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

First Assessments

16 An overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 6 above). A student shall be awarded a pass in the module where they have achieved an overall pass mark, and have additionally passed any items of assessed work required by the Module Specification.

[1] A student may have a mitigating circumstances/academic performance claim accepted normally on one occasion only for a particular item of assessed work.

Reassessment and retaking

17 A student who, for a first assessment, has failed a component of assessment (as set down in the Module Specification) for a module shall:

17.1 be expected to undertake reassessment in the component concerned, if the module has been failed overall; *or*

17.2 be invited to undertake reassessment in the failed component (whether attempted or not attempted at the first assessment opportunity) concerned, where the module has achieved an overall pass mark. In such circumstances, the reassessment must be taken during the summer resit period following the academic session in which the module was taken (unless a valid claim for mitigating circumstances precludes this). A student eligible to graduate should notify the University of their intention to undertake reassessment in the failed component and, by doing so, defer the date of the conferral of their award. If a student does not undertake reassessment during the summer resit period following the academic session, the original mark shall stand, with no further opportunity to undertake reassessment in the failed component.

18 Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task.

19 A student shall not be entitled to be reassessed in any component of assessment for which a passing mark has been awarded.

20 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. Course specific regulations shall specify the means of reassessment of any period of work experience or work-based learning.

21 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken. Alternatively, to enable reassessment to be undertaken earlier, a Subject Standards Board may propose to the Director of Student Journey (or nominee) that the reassessment of a component of a module, initially assessed up to the end of teaching week 15, be additionally offered within the 30 week teaching period. A student who undertakes such a reassessment will have their mark capped at a bare pass for the component (50%) and will have no further assessment opportunity in that component during the summer resit period. Such reassessments should normally be scheduled not less than four weeks after the original assessment date and no later than the end of the scheduled teaching period.

22 Reassessment of a **dissertation** shall take place at the **next available assessment point** (i.e. January for September submissions, May for January submissions and September for May submissions).

23 Following the completion of all available reassessments a revised overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 6 above), with the higher mark from the initial and/or reassessment contributing according to its weighting in the Module Specification. If a component is passed following reassessment, the contributing mark shall be capped at a bare pass (i.e. 50% for postgraduate modules), except in cases where such capping leads to a failing mark for the module where the uncapped marks would lead to a pass, the module shall be recorded as passed with a capped mark of 50%, except where a requirement to pass specific components precludes this.

24 Where a student has a further (re)assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in

the following academic year, regardless of whether it is a first assessment or reassessment.

25 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 14, Section 4.1. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed. A student who is required to retake the dissertation shall be required to complete a new task, i.e. a new dissertation subject and title. A student whose enrolment is subject to the provisions of Tier 4 Student Visa and who is required to undertake reassessment in a second registration of a module, may be required to take that final reassessment opportunity outside of the UK.

Review of academic performance

26 A student who has received failing marks in three modules (60 credits) shall be required to undertake a review of their academic performance with the course leader or nominee. On the basis of this review the student may be counselled/required to leave the course and/or to seek readmission on a different course.

Minimum criteria for taught awards

27 Awards shall be conferred by Awards Boards at the highest stage achieved by each student, provided the student has achieved the learning outcomes of that stage of the course.

28 Students who have not completed the course for which they have been registered and have not re-enrolled on the same course within a reasonable period shall be issued with a certificate as a record of the highest stage of award conferred on them (see Section 8.2 Regulations for certification).

29 **In the following section the credit volume for each award is specified in terms of requirements at Level 7. Where variation is approved at validation a maximum of 20 credits may be taken via specific designated modules at Level 6.**

30 Students enrolling for a Masters degree will not normally receive the intermediate awards of Postgraduate Certificate or Postgraduate Diploma. A student will normally receive only one award covering the modules taken on their course of study though a student who requests a Postgraduate Certificate or Postgraduate Diploma may subsequently apply for readmission with credit.

Postgraduate Certificate

31 A Postgraduate Certificate shall be awarded to a student who has passed modules equivalent to 60 credits at Level 7 within their approved programme of study.

32 A Postgraduate Certificate with Merit shall be awarded to a student who has achieved
- an average mark of at least 60% and less than 70% across their approved programme of study *or*
- an average mark of at least 59.5% across their approved programme of study *and* at least 60% in modules equivalent to 40 credits.

33 A Postgraduate Certificate with Distinction shall be awarded to a student who has achieved
- an average mark of at least 70% across their approved programme of study *or*

- an average mark of at least 69.5% across their approved programme of study *and* at least 70% in modules equivalent to 40 credits.

Postgraduate Diploma

34 A Postgraduate Diploma shall be awarded to a student who has passed modules equivalent to 120 credits at Level 7 within their approved programme of study.

35 A Postgraduate Diploma with Merit shall be awarded to a student who has achieved
- an average mark of at least 60% and less than 70% across their approved programme of study *or*
- an average mark of at least 59.5% across their approved programme of study *and* at least 60% in modules equivalent to 80 credits.

36 A Postgraduate Diploma with Distinction shall be awarded to a student who has achieved
- an average mark of at least 70% across their approved programme of study *or*
- an average mark of at least 69.5% across their approved programme of study *and* at least 70% in modules equivalent to 80 credits.

Masters degree

37 A Masters degree shall be awarded to a student who has passed modules equivalent to 180 credits at Level 7 within their approved programme of study, including a dissertation or equivalent (unless a variation waiving the requirement for a course to include a dissertation has been approved on behalf of the Academic Board).

38 A Masters degree with Merit shall be awarded to a student who has achieved:
- an average mark of at least 60% and less than 70% across their approved programme of study, including the dissertation or equivalent, where one is required;
  or,
- an average mark of at least 58% and less than 60% across their approved programme and a mark of greater than or equal to 60% in their dissertation or equivalent.

39 A Masters degree with Distinction shall be awarded to a student who has achieved:
- an average mark of at least 70% across their approved programme of study, including the dissertation or equivalent, where one is required;
  or,
- an average mark of at least 68% and less than 70% across their approved programme and a mark of greater than or equal to 70% in their dissertation or equivalent.

40 Where a Masters programme does not include a 60 credit dissertation the course specification shall identify the module(s) that may count towards an upgrade of classification.

Aegrotat award

41 An Aegrotat may be awarded where a student has been certified as absent for valid reasons and is unable to complete the course and sufficient evidence has been submitted to the Awards Board. (See also Section 8.2 Regulation 18).

Award titles

42 The University's systems and arrangements in place for managing the quality and standards of taught provision, sometimes in conjunction with professional body procedures, shall determine the award titles in respect of individual courses, following the guidance below.

43 Students may receive a Master of Arts, Master of Science, Master of Laws, Master of Education, Master of Business Administration or Master of Public Administration, as specified at validation and consistent with professional body regulations where appropriate.

44 The award of Master of Arts (MA) (including Master of Arts by Project) shall be associated with art and design, the arts and humanities, combined studies in the arts and social studies, and in areas of social or business studies where it is appropriate.

45 The award of Master of Science (MSc) (including Master of Science by Project) shall be associated with studies substantially based on social sciences, computing, science or mathematics and their applications.

46 The award of Master of Laws (LLM) shall be reserved for postgraduate courses of specialised study in law.

47 The award of Master of Education (MEd) shall be reserved for postgraduate courses of specialised study in education.

48 The award of Master of Business Administration (MBA) shall be reserved for postgraduate courses which focus on the general principles and functions of management and the development of management skills.

49 The award of Master of Public Administration (MPA) shall be reserved for postgraduate courses which focus on the principles and functions of management within the public sector and the development of management skills.

50 The award of Master of Enterprise (MEnt) shall be reserved for postgraduate courses which focus on the principles and functions enterprise, entrepreneurship and innovation.

51 The award of Professional Practice (MProf) shall be reserved for postgraduate courses which focus on the principles of reflective practice within the workplace.

Section 5 - Research Degree Regulatory Framework

5.1 Research Degrees Awards framework

Awards and awards descriptors	
Masters + level award **Master of Philosophy (MPhil)** FHEQ Level: 8 The holder of an MPhil will have critically investigated and evaluated an approved topic and demonstrated an understanding of research methods appropriate to the chosen field, or have carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context, and will have presented and defended a thesis by oral examination to the satisfaction of the examiners. (Refer to Section 5.2. 33-38 for Regulations in respect of the minimum and maximum registration period)	
Doctorate level awards **Doctor of Philosophy (PhD)** **Doctor Europaeus/Europaea (PhD(Eur))** FHEQ Level: 8 The holder of a PhD will have critically investigated and evaluated an approved topic, or carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context, both of which resulting in an independent and original contribution to knowledge. The student will also have demonstrated an understanding of research methods appropriate to the chosen field and presented and defended a thesis by oral examination to the satisfaction of the examiners. The holder of a European Doctorate (PhD(Eur)) will have additionally spent a period of research at another European institution outside the UK. (Refer to Section 5.2.33-38 for Regulations in respect of the minimum and maximum registration period)	
Doctor of Philosophy by Prior Output (PhD) FHEQ Level: 8 The holder of a PhD awarded on the basis of Prior Output will have provided evidence of an independent, original and significant contribution to knowledge, and will have defended this by oral examination to the satisfaction of the examiners. Such output shall normally be in the public domain, but where deemed appropriate by the University Awards Board or its sub-committee for Research Degrees may exceptionally include private consultancy work of a substantive nature, or creative work currently in private ownership. (Refer to Section 5.2.33-38 for Regulations in respect of the minimum and maximum registration period)	
Professional doctorates **Doctor of Education (EdD)** **Professional Doctorate (DProf)** FHEQ Level: 8 The holder of a Professional Doctorate will have demonstrated the ability to conceptualise, design and implement a project for the generation of new applications or understanding at the forefront of an area of professional practice. They will also have demonstrated an understanding of research methods appropriate to the chosen field and presented a thesis based on professional practice and defended it by oral examination to the satisfaction of the examiners.	**Period of registration*** 4 years (full-time) and 6 years (part-time) to a maximum of 6 years (full-time) and 8 years (part-time), including any taught elements (unless otherwise specified in the relevant course specific regulations)

Note: The maximum period of registration stated is that in which a student is expected to complete the award, including any break from studies (interruption /intermission) or other absence.

Higher doctorates

Doctor of Letters (Dlitt)
Doctor of Science (DSc)
FHEQ Level: 8

The holder of a higher doctorate will have provided evidence of an original and significant contribution to the advancement of knowledge or to the application of knowledge or to both and have established that he or she is a leading authority in the field(s) of study concerned, to the satisfaction of three external examiners.

5.2 Research Degree Regulations for MPhil, PhD, PhD(Eur), PhD by Prior Output, DLitt, DSc

Principles

1 The University shall award the degrees of Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) to registered students who successfully complete approved programmes. In these regulations all references to PhD include the European Doctorate (Doctor Europaeus/Europaea PhD(Eur)) except where stated otherwise. The requirements for the award of higher doctorates (DLitt, DSc) are given in Regulations 152-160 below.

2 Programmes of research may be proposed in any field of study subject to the requirement that the proposed programme is capable of leading to scholarly research and to its presentation for assessment by appropriate examiners and to the availability of appropriate supervision at the University. The written thesis may be supplemented by material in other than written form if special provision has been made and agreed. All proposed research programmes shall be considered for research degree registration on their academic merits, on the University's ability to support the programme of study and without reference to the concerns or interests of any associated funding body (see also Regulation 15 below).

3 The MPhil shall be awarded to a student who has critically investigated and evaluated an approved topic and demonstrated an understanding of research methods appropriate to the chosen field or who has carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context and has presented and defended a thesis by oral examination to the satisfaction of the examiners.

4 The PhD shall be awarded to a student who has critically investigated and evaluated an approved topic or who has carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context, both of which must result in an independent and original contribution to knowledge. The student must also demonstrate an understanding of research methods appropriate to the chosen field and have presented and defended a thesis by oral examination to the satisfaction of the examiners.

5 The PhD shall also be awarded on the basis of prior output where existing published work or creative output provides evidence of an independent, original and significant contribution to knowledge and critical judgement at the level appropriate for the award. All work should have been published in the last ten years and be traceable in publicly available databases, catalogues, etc. and must be accessible to scholars or other interested persons. The work submitted must have been subjected to peer review by the relevant academic community. The student must also demonstrate an understanding of research methods appropriate to the chosen field and have presented and defended a thesis by oral examination to the satisfaction of the examiners.

6 The University Awards Board which may act through its sub-committees, shall be responsible for all matters pertaining to students for the research degrees described in these regulations and shall ensure that the Research Degree Regulations are complied with (refer Section 8.1: Terms of Reference of the University Awards Board).

Application and qualifications for admission to MPhil and PhD

7 By completing the appropriate application form, a person may apply for admission for the degree of:

7.1 Master of Philosophy; or

7.2 Master of Philosophy with possibility of transfer to Doctor of Philosophy; or

7.3 Doctor of Philosophy; *or*

7.4 Doctor Europaeus (European doctorate).

8 In approving an application for admission, the relevant Head of School or her/his nominee (with responsibility for Research) shall satisfy himself/herself that:
8.1 the student is suitably qualified;
8.2 the student is embarking on a viable research programme;
8.3 adequate supervision is available and likely to be sustained; and
8.4 the University is able to provide appropriate facilities for the conduct of scholarly research in the area of the research programme.

9 An applicant for admission for the degree of MPhil or MPhil with possibility of transfer to PhD shall hold a first or upper second class honours degree of a UK university or a qualification or other experience, which is regarded by the University as equivalent to such an honours degree.

10 An applicant holding qualifications other than those in Regulation 9 shall be considered on his or her merits and in relation to the nature and scope of the programme of work proposed. In considering an applicant in this category, the relevant Head of School or his/her nominee (with responsibility for Research) shall look for evidence of the student's ability and background knowledge in relation to the proposed research.

11 Direct admission for the degree of PhD may exceptionally be permitted to an applicant who holds a Masters degree awarded by a UK university or an overseas Masters degree of equivalent standard, provided that the Masters degree is in a discipline which is considered by the University as appropriate to the proposed research and that the Masters degree included training in research and the execution of a research project.

12 Applicants for MPhil, MPhil with possibility of transfer to PhD, PhD and Professional Doctorate Programmes whose first language is not English, shall provide as a University minimum requirement, evidence of English language skills demonstrated by:

- IELTS composite 6.5 score, with a minimum of 6.0 in each of reading, speaking, listening and writing, *or*
- Pearson PTE with 57 in all components of the test, *or*
- a pass in the University's English language test (the PASSWORD Test) or
- **For International Students only -** equivalent as judged by the authorised admitting officer in accordance with the advice of the University's International Office.

Additionally, students whose enrolment will be subject to the conditions of a Tier 4 Student Visa will be required to hold qualifications that demonstrate the English Language criteria as set out in the Immigration Guidance current at the time of application and/or issuance of a Confirmation of Acceptance for Study (CAS). In particular, separate competence equivalent to the IELTS requirements described above must be demonstrated in the individual areas of *reading, writing, speaking* and *listening.*

13 Applicants resident outside the UK, for whom English is not the first language, must have gained the required English language qualification.

14 Individual subject areas may specify a requirement for more advanced English language skills.

15 Where a research degree project is part of a piece of funded research, the University shall establish to its satisfaction that the terms on which the research is funded do not detract from the fulfilment of the objectives and requirements of the student's research degree.

16 The University may approve an application for admission from a person proposing to work outside the UK, provided that:

16.1 there is satisfactory evidence as to the facilities available for the research both in the University and abroad; and

16.2 the arrangements proposed for supervision enable frequent and substantial contact between the student and the supervisor(s) based in the UK, including adequate face-to-face contact with the supervisor(s). The student should spend not less than an average of six weeks full-time per year at the University. In certain circumstances, the University may require arrangements for local supervision to be made.

17 The University may exceptionally approve an application for admission as an enrolled student from a person registered for a higher degree by research at another institution of higher education and proposing to conduct part of their research at the University.

18 A student may undertake a programme of research in which the student's own creative work forms, as a point of origin or reference, a significant part of the intellectual enquiry. This could be in the form of a practice-based research degree. Such creative work may be in any field (for instance, fine art, design, engineering and technology, architecture, creative writing, musical composition, film and dance and performance), but must have been undertaken as part of the registered research programme. In such cases the presentation and submission may be partly in other than written form.

19 The creative work must be clearly presented in relation to the argument of a written thesis and set in its relevant theoretical, historical, critical or design context. The thesis itself shall conform to the usual scholarly requirements and be of an appropriate length.

20 The final submission must be accompanied by a permanent record of the creative work. Where practical such a record should be bound with the thesis.

21 A student may undertake a programme of research of which the principal focus is the preparation of a scholarly edition of a text or texts, fine art, design, engineering and technology, architecture, creative writing, musical composition, film, dance and performance or choreographic work or other original artefacts.

22 In such cases the completed submission must include a copy of the edited text(s) or collection of artefact(s), appropriate textual and explanatory annotations and a substantial introduction and critical commentary which sets the text in the relevant historical or critical context.

23 The application for registration must set out the form of the student's intended submission.

24 The provisions which apply for application and award of a PhD by prior output are given in Regulations 137-151.

Registration

25 Successful applicants must register via the University's Research and Postgraduate Office. A student admitted for study leading to a PhD shall be provided with a period of registration as specified in Regulation 33 below.

26 A student shall register in the first instance for the degree of MPhil, unless direct admission for the degree of PhD has exceptionally been permitted. Subject to satisfactory progress, registration may be transferred to PhD (see Transfer of Registration from MPhil to Doctor of Philosophy below).

27 Registration is subject to:

27.1 the suitability of the student to undertake research;

27.2 the programme of research; and
27.3 the supervision arrangements and research facilities.

28 The registration process for MPhil or MPhil/PhD or PhD shall include the setting out of a programme of related studies and researcher development. This programme shall be agreed by the supervisors and student and is intended to:
28.1 provide the student with the skills necessary for the pursuit of research as well as opportunities for personal and professional development
28.2 provide a body of specialised knowledge in the field of study of the proposed research
28.3 provide breadth of knowledge in the related subjects.

29 When this programme is agreed, it will be determined whether such a programme, and where appropriate its constituent parts, shall be for attendance, or assessment, or for attendance and assessment. The signed agreement shall be lodged with the Research and Postgraduate Office.

30 The Awards Board sub-committee for Research Degrees may exceptionally permit a student to register for an additional course of study concurrently with the research degree registration, provided that either the research degree registration or the other course of study is by part-time study and that, in the opinion of the Awards Board sub-committee for Research Degrees, the dual registration will not detract from the research.

31 Where a student has previously undertaken research as a registered student for a research degree at the University or at another recognised University the Awards Board sub-committee for Research Degrees may approve a shorter than usual registration period which takes account of all or part of the time already spent by the student on such research. If the research was carried out at another university a report will be requested to verify the authenticity and ownership of the work. Registration at this University should normally be for a minimum of 12 months full-time or 24 months part-time.

32 Where a student or the University wishes the thesis to remain confidential for a period of time after completion of the work, application for approval shall normally be made to the Awards Board sub-committee for Research Degrees at the time of registration. In such cases where the need for confidentiality emerges at a subsequent stage, a special application for the thesis to remain confidential after submission shall be made immediately to the Awards Board sub-committee for Research Degrees. The period approved shall normally not exceed two years from the date of the oral examination.

The registration period

33 The minimum and maximum* periods of registration shall be as follows:

MPhil

full-time	part-time
minimum: 18 months	minimum: 30 months
maximum: 36 months	maximum: 54 months

PhD (via transfer from MPhil registration and including the period of MPhil registration)

full-time	part-time
minimum: 24 months	minimum: 36 months
maximum: 48 months	maximum: 72 months

PhD (direct)

full-time	part-time
minimum: 24 months	minimum: 36 months
maximum: 48 months	maximum: 72 months

**Note: The maximum period of registration stated is that in which a student is expected to complete the award, including any break from studies (interruption /intermission) or other absence.*

A student registered for a European doctorate shall be required to spend a period of research of at least 16 weeks full-time (or the equivalent part-time) in another European country at an institution or organisation approved by the Awards Board sub-committee for Research Degrees.

34 A full-time student shall reach the standard for MPhil within eighteen months of registration and for PhD within three years. A part time student shall reach the standard for MPhil within two years of registration and for PhD within five years. Transfer from MPhil to PhD, where applicable, must have occurred before the expiry of the relevant maximum period of registration for MPhil.

35 A student seeking a change to the registration period for his or her research degree programme shall apply in writing to the Awards Board sub-committee for Research Degrees for approval.

36 Where the student is prevented, by ill health or other cause, from making progress with the research, the student shall apply to the Awards Board sub-committee for Research Degrees for a period of intermission of up to six months. The maximum permitted period of intermission shall be one year. A further exceptional request above one year must be approved by the Director of Student Journey (or nominee) who may exceptionally approve an intermission for a further additional year. Criteria for agreement to a period of intermission will include continued academic viability of the research project. Students whose residence in the UK is only permitted by the terms of a student visa cannot remain resident in the UK if they are intermitting their studies. The University will notify the relevant authorities if an intermission is agreed.

37 A student shall submit the thesis to the Research and Postgraduate Office of the University before the expiry of the maximum period of registration. The Chair of the Awards Board sub-committee for Research Degrees may extend a student's period of registration, for a period of six months at a time, to a maximum of 6 years (full-time) and 8 years (part-time), which includes any periods of intermission; subject to confirmation that the student continues to make satisfactory academic progress and, that the research project remains viable.

38 When a student discontinues the research, the Awards Board sub-committee for Research Degrees may:

38.1 withdraw registration on application by the student;

38.2 withdraw registration of a student on suspension by Finance for fee debt;

38.3 withdraw registration on application of the Chair of the School-based Research Student Progress Group without the agreement of the student under the provisions detailed in Regulation 39 below.

Monitoring

39 At least once a year, the Awards Board sub-committee for Research Degrees shall establish whether the student is actively engaged on the research programme and is maintaining regular and frequent contact with the supervisors and shall consider reports from the student, the supervisors and an independent reader on the student's progress. As a result of this process, the Committee shall take or progress appropriate action, which may include the termination or withdrawal of the student's registration. If no reports are obtained from the student and if no response is forthcoming from the student following enquiries from the University, the student may be withdrawn.

Supervision

40 A research degree student shall have at least two supervisors, to be approved by the Awards Board sub-committee for Research Degrees. Prior to such approval, the Awards Board sub-committee for Research Degrees shall have due regard to the following that:

- At least two of the supervisors, including the Lead Supervisor, should be employed as members of staff by the University (the second supervisor may be employed by a collaborative partner of the University); *and,*

- For students studying for a European Doctorate one of these supervisors (not the Lead Supervisor, see Regulation 41 below) must be located in the institution or organisation in a European country outside the UK where the student is to spend part of their research time.

41 One supervisor shall be the lead supervisor with responsibility to supervise the student on a regular and frequent basis and to ensure that the student has clear and unequivocal guidance when there are differences of opinion within, or when conflicting advice is offered by, different members of the supervisory team. The lead supervisor shall be responsible for ensuring that the student has access to the supervisory, training and associated resources required to complete their studies, and for ensuring that the supervisory team follow the University's Research Degree Regulations.

42 A supervisory team shall include at least one supervisor who has had experience of supervising at least one research student to successful completion. All supervisors must normally have completed the University's supervisory training scheme.

43 In addition to the supervisors, an adviser or advisers may be proposed to contribute some specialised knowledge or a link with an external organisation.

44 A person who is registered for a research degree is ineligible to act as Lead Supervisor for a research degree student, but may act as a second supervisor in exceptional circumstances.

45 Any proposal to make a change in supervisory arrangements must be approved by the Awards Board sub-committee for Research Degrees. Application should normally be made by the student and the supervisory team acting together. If a supervisor leaves the employment of the University, the supervisory team (normally the Lead Supervisor) should notify the Awards Board sub-committee for Research Degrees which must approve subsequent supervisory arrangements.

Transfer of registration from Master to Doctor of Philosophy

46 A student registered initially for MPhil with the possibility of transfer to PhD who wishes to transfer to PhD shall apply to the Awards Board sub-committee for Research Degrees.

47 An application for transfer from MPhil to PhD must be accompanied by a statement from the supervisors that the student has successfully completed and/or attended any required programme of related studies.

48 In support of the application, the student shall prepare a full progress report on the work undertaken. The progress report should normally be 3,000 to 6,000 words in length and include:

48.1 research aims, objectives and questions or hypotheses; and,
48.2 a brief review and discussion of the work already undertaken; and,
48.3 a brief description of any changes to the research as originally proposed and approved; and,
48.4 details of the original contribution to knowledge which is likely to emerge from the research; and,
48.5 a plan of future work, including expected completion date; and,
48.3 where appropriate, the report may be accompanied by a record of any practice-based work (e.g. photograph, CD, musical score).

49 In support of the application, the supervisors and an independent reader shall prepare a full progress and evaluation report on work undertaken. An application for transfer must indicate whether the supervisors and the independent reader recommend the transfer.

50 Before approving transfer from MPhil to PhD the Awards Board sub-committee for Research Degrees shall be satisfied that the student has made sufficient progress and that the proposed programme provides a suitable basis for work at PhD standard which the student is capable of pursuing to completion. An oral assessment (transfer viva) will normally be conducted by the Research Student Progress Group (RSPG) on behalf of the Awards Board sub-committee for Research Degrees as part of its assessment of the case for transfer.

51 A student registered for the degree of MPhil only may apply to transfer the registration to PhD. In such cases the student's full progress report shall be submitted to the Awards Board sub-committee for Research Degrees with the application for transfer.

52 A student who is registered for the degree of PhD and who is unable to complete the approved programme of work may, at any time prior to the submission of the thesis for examination, apply to the Awards Board sub-committee for Research Degrees for the registration to change to that for MPhil.

Examination - general

53 The examination for the MPhil and PhD shall have two stages: firstly the submission and preliminary assessment of the thesis and secondly its defence by oral examination or exceptionally by alternative examination as approved by the Awards Board sub-committee for Research Degrees.

54 To be eligible for examination for MPhil or PhD, the supervisor shall confirm that the student has satisfied any requirements of a programme of related studies taken during the period of registration.

55 A student shall be examined orally on the programme of work and on the field of study in which the programme lies. A student studying for a European doctorate shall be required to conduct part of the defence of his or her thesis in one of the official European languages other than English. An oral examination shall normally be held in the UK. In special cases the Awards Board sub-committee for Research Degrees may give approval for the examination to take place abroad. The oral examination should take place within three months of the thesis submission and no later than six months after submission.

56 A senior academic within the University shall be designated independent chair of the oral examination. The Chair is not an examiner and is independent of the candidate's supervisory team and research topic, but takes responsibility for ensuring the University's Regulations are followed (Refer also to Section 10.6, the Procedures for the Conduct of the Research Degree Oral Examination) and that examiners are able to distinguish between 'minor amendments' (i.e. typographical, factual or analytical errors that require corrections that can feasibly be made within 3 months) and 'revision' (i.e. substantial flaws in design,

conduct, analysis or presentation that require revision that can feasibly be made within 12 months) of the thesis as detailed in Sections 83.2, 83.3, 89 and 94.2.

57 Normally only the candidate, the examiners, the independent chair and, where the candidate permits, the supervisor(s), may be present at the oral examination. Should the supervisor(s) attend they do so in the capacity of observer(s) and as such, may not participate in the discussion and shall withdraw prior to the deliberations of the examiners on the outcome of the examination.

58 The Awards Board sub-committee for Research Degrees shall consider the reports and recommendation(s) of the examiners in respect of the student and propose awards for conferral to the University Awards Board.

59 Where for reasons of sickness, disability or comparable valid cause the Awards Board sub-committee for Research Degrees is satisfied that a student would be under serious disadvantage if required to undergo an oral examination, or where there is other comparable reason, an alternative form of examination may be approved. Such approval shall not be given on the grounds that the student's knowledge of English is inadequate.

60 The degree of MPhil or PhD may be awarded posthumously to a student on the basis of a thesis which is ready for submission for examination. In such cases the University Awards Board shall seek evidence that the student would have been likely to have been successful had the oral examination taken place.

61 Following submission, where there is evidence of cheating or plagiarism in the thesis, or irregularities in the conduct of the examination, it shall be progressed and considered under the University's Procedures on Student Academic Misconduct (See Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures and their associated penalties for Research Degree allegations (see Section 10.5, Appendix 10.5.2)

62 The Awards Board sub-committee for Research Degrees shall ensure that all examinations are conducted and the recommendations of the examiners are presented wholly in accordance with the University's regulations. In any instance where the Awards Board sub-committee for Research Degrees is made aware of a failure to comply with all the procedures of the examination process, it may declare the examination null and void and appoint new examiners. In such cases, this shall be reported to the Chair of the University Awards Board.

Examination procedures

63 The Lead Supervisor shall propose the arrangements for the student's examination to the Awards Board sub-committee for Research Degrees for approval. The examination may not take place until the examination arrangements have been approved. The Awards Board sub-committee for Research Degrees may in exceptional circumstances act directly to appoint examiners and arrange the examination of a student.

64 The Research and Postgraduate Office shall inform the student of the procedure to be followed for the submission of the thesis and any conditions to be satisfied before the student may be considered eligible for examination.

65 The Research and Postgraduate Office shall be responsible for the organisation of the oral examination and shall notify the student, all supervisors, the independent chair and the examiners of the arrangements for the oral examination.

66 The Research and Postgraduate Office shall send a copy of the thesis to each examiner, together with an examiner's preliminary report form, and the University's Regulations

including the Procedures for the Conduct of the Research Degree Oral Examination (Section 10.6) and shall ensure that the examiners are properly briefed as to their duties.

The student's responsibilities in the examination process

67 The submission of the MPhil or PhD thesis is the sole responsibility of the student. It shall be the responsibility of the student to ensure that the MPhil or PhD thesis they submit for assessment is entirely their own and that they observe all rules and instructions governing examinations. Any allegation of plagiarism or any other impropriety shall be progressed under the Procedures on Student Academic Misconduct (see Regulation 61 above).

68 The student shall ensure that a specified number of copies of the thesis is submitted to the Research and Postgraduate Office before the expiry of the registration period. These may be submitted for examination either in a permanently bound form or in a temporary bound form, which is sufficiently secure to ensure that pages cannot be added or removed. The thesis must be presented in a permanent binding of the approved type as detailed in Regulation 108 before the degree can be awarded.

69 The student shall notify the Research and Postgraduate Office as to whether the MPhil or PhD thesis has been submitted with or without the approval of the supervisory team.

70 The student shall satisfy any conditions of eligibility for examination required by the Awards Board sub-committee for Research Degrees.

71 The student shall take no part in the arrangement of the examination and shall have no formal contact with the examiner(s) following their appointment.

72 The student shall confirm that the thesis has not been submitted for a comparable academic award. The student shall not be precluded from incorporating in the thesis, covering a wider field, work which has already been submitted for a degree or comparable award, provided that it is indicated, on the declaration form and also on the thesis, which work has been so incorporated.

73 The student shall ensure that the thesis format is in accordance with the requirements of the University's Regulations. The student shall attest that the contents of the permanently bound thesis are identical with the version submitted for examination, except where amendments have been made to meet the requirements of the examiners.

74 Any mitigating circumstances pertaining to the oral examination should be disclosed at the outset of oral examination process.

Examiners

75 A student shall be examined by at least two and normally not more than three examiners of whom at least one shall be an external examiner. For students studying for a European doctorate at least one of the examiners present at the oral examination shall be from a European country outside the UK and an additional examiner from a second European country outside the UK shall be appointed to examine the thesis and other materials forming part of the submission prior to the oral examination (see Regulation 80 below).

76 An internal examiner shall be defined as a member of staff of the University other than a supervisor or adviser of the student as appointed under procedures determined by Academic Board. The external examiner shall not be either a supervisor of another student or an external examiner on a taught course in the same School at the University. Former members of staff of the University shall not be approved as external examiners until five years after the termination of their employment with the University.

77 Where the student is on the staff of the University or has been in the last 5 years, in any capacity, a second external examiner shall be appointed and there shall be no internal examiner.

78 Examiners shall be appointed according to the following criteria:
- 78.1 experienced in research in the general area of the student's thesis; and,
- 78.2 where applicable, have experience as a specialist in the topic(s) to be examined; and,
- 78.3 at least one external examiner shall have substantial experience (that is, normally having acted as an examiner at two or more previous research (i.e., PhD or Professional Doctorate) degree examinations); and,
- 78.4 an external examiner shall be independent both of the University and, if applicable, of any collaborating organisation and shall not have acted previously as the student's supervisor or adviser.

79 The University shall determine and pay the fees and expenses of the examiners.

First examination

80 Each examiner shall read and examine the thesis and other materials forming part of the submission and submit an independent preliminary report on it to the Research and Postgraduate Office at least two weeks before the oral or alternative form of examination is held. In completing the preliminary report, each examiner shall consider whether the thesis provisionally satisfies the requirements of the degree and where possible make an appropriate provisional recommendation subject to the outcome of the oral examination. The examiners shall not recommend that a student fail outright without holding an oral examination or other alternative examination.

81 Where the examiners are of the opinion that the thesis is so unsatisfactory that it is likely that they will recommend that the student will not be awarded the degree or will be required to revise and resubmit the thesis for re-examination, the examiners shall not, except under exceptional circumstances, make such recommendations without submitting the candidate to oral examination or approved alternative examination.

82 Following the oral examination the examiners shall, where they are in agreement, submit a joint report and recommendation relating to the award of the degree to the Chair of the Awards Board sub-committee for Research Degrees. The preliminary reports and joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 83 is appropriate. Where the examiners are not in agreement, separate reports and recommendations shall be submitted.

83 Following the completion of the oral examination the examiners may recommend that:
- 83.1 the student be awarded the degree
- 83.2 the student be awarded the degree subject to minor amendments being made to the thesis; these should be submitted within 3 months and, to the satisfaction of internal and/or the external examiner(s). The examiners shall write a report detailing the amendments and corrections required, which shall be sent to the student by the Research and Postgraduate Office.
- 83.3 the student be permitted to resubmit for the degree and be re-examined, with or without an oral examination; this should be done within the period of one calendar year from the date of the latest part of the first examination (see also Regulations 88-95). In cases where the examiners recommend that only the thesis requires re-examination, they may determine that the re-examination of the thesis be undertaken by only the external examiner. The examiners shall write a report detailing the amendments and corrections required, which shall be sent to the student by the Research and Postgraduate Office;

83.4 the student be not awarded the degree and be not permitted to be re-examined; or,
83.5 in the case of a PhD examination the student not be awarded the degree of PhD but be permitted to amend the work to the requirements of the MPhil and to submit for the MPhil award within 6 months.

84 In accordance with Regulation 58 above, the Awards Board sub-committee for Research Degrees shall consider all recommendations and propose awards for conferral to the University Awards Board. Only one re-examination may be permitted by the Awards Board sub-committee for Research Degrees.

85 Where the examiners' recommendations are not unanimous, the Awards Board sub-committee for Research Degrees may:
85.1 accept a majority recommendation (provided that the majority recommendation includes at least one external examiner);
85.2 accept the recommendation of the external examiner; or
85.3 require the appointment of an additional external examiner.

86 Where such an additional external examiner is appointed under Regulation 85.3 he or she shall prepare an independent preliminary report on the basis of the thesis and, if considered necessary, may conduct a further oral examination. That examiner should not be informed of the recommendations of the other examiners. On receipt of the report from the additional examiner, the Chair or Vice Chair of the Awards Board sub-committee for Research Degrees shall determine the outcome as detailed in Regulation 83 above and progress in accordance with Regulation 84 above.

87 Where the Awards Board sub-committee for Research Degrees recommends that the degree shall not be awarded and that no re-examination be permitted, the examiners shall prepare an agreed statement of the deficiencies of the thesis and the reason for their recommendation, which shall be forwarded to the Chair of the University Awards Board for consideration. Where the decision not to re-examine the student is approved, the Chair of the Awards Board sub-committee for Research Degrees shall inform the student of this decision and include a copy of the agreed statement of the deficiencies of the thesis from the examiners.

Re-examination

88 There are three forms of re-examination.
88.1 where the student's performance in the first oral or approved alternative examination was satisfactory but the thesis was unsatisfactory, the examiner(s) shall re-examine the thesis only.
88.2 where the student's performance in the first oral or approved alternative examination was unsatisfactory and the thesis was also unsatisfactory, any re-examination shall include a re-examination of the thesis and an oral or approved alternative examination;
88.3 where on the first examination the student's thesis was satisfactory but the performance in the oral and/or other examination(s) was not satisfactory the student shall be re-examined in the oral and/or other examination(s) subject to the time limits prescribed in Regulation 89, without being requested to revise and re-submit the thesis.

89 The student shall submit a thesis for re-examination to the Research Programmes Office within the period of one calendar year from the date of the latest part of the first examination. If only an oral examination is required this shall normally be undertaken within three months. The Awards Board sub-committee for Research Degrees may, where there are significant extenuating circumstances that occur during the calendar year, approve an exceptional extension of this period.

90 The Awards Board sub-committee for Research Degrees may require that an additional external examiner be appointed for the re-examination.

91 In the case of a re-examination under Regulations 88.1 the examiner(s) (refer 83.3 above) shall read and examine the thesis and submit, on the appropriate form, an independent report to the Research and Postgraduate Office. In completing the report, the examiner(s) shall consider whether the thesis satisfies the requirements of the degree and make a recommendation alongside sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 94 is appropriate.

92 Following the re-examination of the thesis under Regulation 88.2 or following an oral or other examination under Regulations 88.2 or 88.3, the examiners shall, where they are in agreement, submit, on the appropriate form, a joint recommendation relating to the award of the degree to the Chair of the Awards Board sub-committee for Research Degrees. The reports and joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 94 is appropriate.

93 Where the examiners are not in agreement, separate reports and recommendations shall be submitted. The recommendations shall be made on the appropriate form.

94 Following the completion of the re-examination the examiners may recommend that:
- 94.1 the student be awarded the degree;
- 94.2 the student be awarded the degree subject to minor amendments being made to the thesis; these should normally be submitted within 3 months. The examiners shall write a report detailing what amendments and corrections are required, which shall be sent to the student by the Research and Postgraduate Office;
- 94.3 the student not be awarded the degree and not be permitted to be re-examined;
- 94.4 in the case of a PhD examination the student not be awarded the degree of PhD but be permitted to amend the work to the requirements of the MPhil and to submit for the MPhil award within 6 months.

95 In accordance with Regulation 58 above, the Awards Board sub-committee for Research Degrees shall consider all recommendations and propose awards for conferral to the University Awards Board. In respect of 94.2 above, this is contingent upon the student amending the thesis to the satisfaction of the internal and/or the external examiner(s) within 3 months. Minor amendments may normally only be proposed on two occasions only.

Thesis

96 Except with the specific permission of the Awards Board sub-committee for Research Degrees the thesis shall be presented in English. Where appropriate, matters pertinent to the thesis may be presented in another language but must be accompanied by a full translation into English, if appropriate to the subject discipline.

97 In exceptional circumstances, a student may be allowed to submit in a language other than English, if approved at the time of registration and if appropriate supervisors and examiners are available.

98 There shall be an abstract, in English, of approximately 300 words bound into the thesis which shall provide a synopsis of the thesis stating the nature and scope of the work undertaken and of the contribution made to the knowledge of the subject treated.

99 The thesis shall include a statement of the student's objectives and shall acknowledge published or other sources of material consulted (including an appropriate bibliography) and any assistance received.

100 Where a student's research programme is part of a collaborative group project, the thesis shall indicate clearly the student's individual contribution and the extent of the collaboration.

101 The student shall be free to publish material in advance of the thesis but reference shall be made in the thesis to any such work. Copies of published material may be bound in with the thesis but the student shall be examined solely on the basis of the thesis alone.

102 The text of the thesis should not exceed the following length (excluding ancillary data), unless approved by the Research Degrees Sub-Committee:

for a PhD in Science, Engineering and practice-based research degrees in Art and Design 40,000 words;
for an MPhil in Science, Engineering, Art and Design 30,000 words;
for a PhD in Arts, Social Sciences, Business and Education 80,000 words;
for an MPhil in Arts, Social Sciences, Business and Education 40,000 words.

Where the thesis is accompanied by material in other than written form, as for example in a practice-based research degree, or the research involves creative writing or the preparation of a scholarly edition, the written thesis should normally be within the range:

for a PhD 30,000 - 40,000 words;
for a MPhil 15,000 - 20,000 words.

103 Following the award of the degree by the University Awards Board the Research and Postgraduate Office shall lodge one hard copy of the thesis in the library of the University and also normally lodge a digital copy with the British Library and the University's Institutional Repository. The Research and Postgraduate Office shall provide details of the requirements for the format of the digital copy. The hard bound copy should normally be submitted within two weeks of notification of the award.

104 Where the Awards Board sub-committee for Research Degrees has agreed that the confidential nature of the student's work is such as to preclude the thesis being made freely available in the library of the University or electronically via the British Library,, the thesis shall, immediately on completion of the programme of work, be retained by the University on restricted access and, for a time not exceeding the approved period, shall only be made available to those who were directly involved in the project.

105 The Awards Board sub-committee for Research Degrees shall normally only approve an application for confidentiality in order to enable a patent application to be lodged or to protect commercially or politically sensitive material. A thesis shall not be restricted in this way in order to protect research leads. While the normal maximum period of confidentiality is two years, in exceptional circumstances the Awards Board sub-committee for Research Degrees may approve a longer period. Where a shorter period would be adequate the Awards Board sub-committee for Research Degrees shall not automatically grant confidentiality for two years.

106 The copies of the thesis submitted for examination shall remain the property of the University but the copyright in the thesis shall be vested in the student.

107 The following requirements shall be adhered to in the format of the submitted thesis.

107.1 Theses shall normally be in A4 format; the Awards Board sub-committee for Research Degrees may give permission for a thesis to be submitted in another format where it is satisfied that the contents of the thesis can be better expressed in that format;

107.2 copies of the thesis shall be presented in a permanent and legible form either in typescript or print; where copies are produced by photocopying processes, these shall be of a permanent nature; where word processor and printing devices are used, the printer shall be capable of producing text of a satisfactory quality; the size of character used in the main text, including displayed matter and notes, shall not

be less than 2.0mm for capitals and 1.5mm for x height (that is the height of lower case x); as an example, this corresponds to a minimum font size 10 in Times Roman;

107.3 the thesis shall be printed on the recto side of the page only; the paper shall be white and within the range 70mg to 100mg;

107.4 the margin at the left-hand binding edge of the page shall not be less than 40mm; other margins shall not be less than 15 mm;

107.5 double or one-and-a-half spacing shall be used in the typescript except for indented quotations or footnotes where single spacing may be used;

107.6 pages shall be numbered consecutively through the main text including photographs and/or diagrams included as whole pages;

107.7 the title page shall give the following information:

107.7.1 the full title of the thesis;

107.7.2 the full name of the author;

107.7.3 the award for which the degree is submitted in partial fulfilment of the requirements of London Metropolitan University;

107.7.4 the collaborating organisation(s), if any; and

107.7.5 the month and year of submission.

108 The University library copy shall be as detailed in Regulation 107 and bound as follows:

108.1 the binding shall be of a fixed type so that leaves cannot be removed or replaced; the front and rear boards shall have sufficient rigidity to support the weight of the work when standing upright; and

108.2 in at least 24pt type the outside front board shall bear the title of the work, the name and initials of the student, the qualification, and the year of submission; the same information (excluding the title of the work) shall be shown on the spine of the work, reading downwards.

Appeals against decisions of the University Awards Board

Introduction

109 These regulations are intended to protect research degree students against the possibility of unfair summative assessment resulting from omission or error on the part of the appropriate University authorities, or from unforeseen circumstances affecting a student. No student appealing under these Regulations, whether successfully or otherwise, shall be treated less favourably than would have been the case had an appeal not been made.

110 An appeal may only be lodged in relation to a decision of the University Awards Board and/or its sub-committee for Research Degrees. Given the existence of procedures for complaint and grievance during the study period, alleged inadequacy of supervisory or other arrangements during the period of study shall not constitute grounds for appeal. In cases where delay has occurred as a result of confusion over which is the correct procedure to follow, the date of the first enquiry shall be considered to be the date on which the appeal was lodged.

111 The Director of Student Journey (or nominee) has overall responsibility for the Regulations on appeals against decisions of the University Awards Board.

Validity and Invalidity

112 An appeal in respect of an academic judgement of the examiners arrived at through due process shall be deemed invalid.

113 For an appeal to be valid it **must**:

113.1 Be made in writing, be dated and bear the full name, student number and signature of the student;

113.2 Specify the grounds for appeal from among those set down in Regulation 114 below;

113.3 Include all appropriate, relevant, available supporting independent evidence;

113.4 Be submitted to the Student Casework Office. Appeals submitted by post must be sent to the Student Casework Office **only**: the University cannot accept any responsibility for the receipt or late delivery of any such appeal.

113.5 Be **received** within **ten working days** of the date of notification of the decision concerned.

Grounds of appeal

114 An appeal can only be made on the following grounds:

114.1 that the student had been affected by mitigating circumstances which he/she had properly drawn attention to, but which the examiners had failed to take into account; or that the student had been affected by mitigating circumstances which he/she was unable, for **good reason** to draw proper attention; and/or,

114.2 that in the conduct of the examination there was evidence of significant procedural irregularity which could include administrative error or unfair or improper assessment on the part of one or more of the examiners and that this, in turn, had a significant impact on the student.

Consideration of an appeal

115 The Student Casework Office shall check each appeal for validity against the criteria listed in Regulations 112 and 113 above. Any appeals, which do not meet these criteria, shall be deemed invalid, and the student shall be informed of this decision in writing at the earliest opportunity. The student shall be provided with a further ten working days in which to submit further evidence to validate the appeal in accordance with Regulations 112 and 113 above.

116 The Student Casework Office shall consider each valid appeal and determine if the ground(s) listed in Regulation 116 has/have been clearly demonstrated. In establishing whether a student has clearly demonstrated the ground(s) of appeal, the Student Casework Office may liaise with the Research and Postgraduate Office. The Student Casework Office may also seek written or oral testimony from the examiners, from other persons present at the oral examination, from supervisors or other members of the academic staff, or further evidence or statements from the student as appropriate.

117 For a valid appeal in which the ground(s) listed in Regulation 114 has/have been clearly demonstrated, an Appeals Panel shall normally be convened. The decision as to whether an Appeals Panel shall be convened shall rest with the Director of Student Journey (or nominee).

118 For a valid appeal in which the student has not clearly demonstrated that the ground(s) of appeal have been met; the appeal shall be rejected. The Student Casework Office shall inform the student of this decision in writing at the earliest opportunity. The student shall be granted a further ten working days in which to submit relevant additional evidence to clearly demonstrate the ground(s) on which the appeal has been made.

119 The Student Casework Office shall consider further relevant additional evidence submitted for the deadline set down in Regulation 118 above and determine whether the ground(s) has/have been clearly demonstrated. In cases where the additional evidence clearly demonstrates that the ground(s) has/have been met, an Appeals Panel shall be convened. In cases where the additional evidence does not clearly demonstrate that the ground(s) of appeal has/have been met, the appeal shall be rejected and the student shall be informed of this decision in writing at the earliest opportunity. The student shall also be informed that the University's internal procedures for appeal have been exhausted.

Appeals Panel

120 The Awards Board sub-committee for Research Degrees shall appoint up to three of its members from persons having experience of supervising and examining research degrees and who have had no previous involvement in the student's assessment, to act as an Appeals Panel and assign one member as Chair. In deciding the membership of such panels the Awards Board sub-committee for Research Degrees shall have regard to potential conflicts of interest. No student shall be a member of an Appeals Panel. A senior member of the Student Casework Office shall act as Secretary. The Secretary shall supply all relevant documentation and evidence to the Panel.

121 The Appeals Panel shall meet within a reasonable period of time.

122 At least six working days before the intended date of the Appeals Panel meeting, the Secretary shall notify the student of the time and place at which the meeting shall take place. The student may, in person or by letter, address the Appeals Panel. The student shall have a right to be assisted by a friend at the Appeals Panel meeting.

123 If, on one occasion, the student provides the Secretary with a satisfactory reason for not being able to attend the meeting, the Secretary shall make such alternative arrangements as seem appropriate. The Secretary shall decide whether to make alternative arrangements on a second or subsequent occasion.

124 The Appeals Panel may summon to appear any person(s) whom it considers to be material witness(es), and call for any other evidence which it considers to be material.

125 The Chair of the Appeals Panel shall open the hearing by reviewing the documentation sent to members and shall seek from the student such clarification of the ground(s) for the appeal as may be thought necessary.

126 New evidence not notified in advance to the student or the Appeals Panel may only be introduced at the discretion of the Appeals Panel. Where the Panel is of the opinion that relevant evidence has not been presented but could be presented if the meeting was adjourned, it may adjourn the meeting for such evidence to be made available at a resumed meeting. The Appeals Panel should only adjourn the meeting if they are of the opinion that any further evidence which is likely to become available would have a significant impact on the outcome of the appeal.

127 The Appeals Panel shall go into closed session to consider its decision. No person other than the members of the Appeals Panel and the Secretary shall be present at the closed session of the Appeals Panel. At a closed session, the Appeals Panel shall only consider evidence presented earlier in the proceedings.

128 The Appeals Panel shall in its absolute discretion either dismiss the appeal, or uphold the appeal.

129 Where the Appeals Panel decides to dismiss the appeal, the original decision shall stand. In such cases, the Secretary will write to the student outlining the reasons for the decision.

130 Where the Appeals Panel decides to uphold the appeal it shall, having particular regard to the impact of the circumstances and/or irregularity upon the student, recommend to the University Awards Board:

130.1 that no action be taken, as the circumstances and/or irregularity did not have a significant impact upon the student;
130.2 that the examiners be invited to reconsider their decision; and/or,
130.3 that new examiners should be appointed.

The Appeals Panel shall **not** have the authority to set aside the decision of the University Awards Board and thereby to recommend the award of the degree.

131 The Secretary shall make a formal record of the salient points of the proceedings of the Appeals Panel, which shall be signed by the Chair of the Appeals Panel and kept as a correct record of the meeting.

132 The Secretary shall provide a written report to the Chair of the University Awards Board informing them of the Appeals Panel's recommendation(s). The Chair of the University Awards Board shall inform the Student Casework Office of his/her decision who in turn shall, as soon as is practicable, inform the student, in writing, of this decision.

133 Under the Higher Education Act 2004 the University subscribes to the independent scheme for the review of student complaints. If a student is dissatisfied with the outcome of her/his appeal s/he may be able to apply for a review of their appeal to the Office of the Independent Adjudicator for Higher Education (OIA) providing that the complaint s/he takes to the OIA is eligible under its Rules. The University will confirm in writing to students, by way of a Completion of Procedures email/letter, when they have exhausted the University's internal procedures. At this point students may apply to the OIA if they wish.

134 The Vice-Chancellor on behalf of the University shall have power to re-open any appeal where it appears that it would be in the interests of fairness to do so. When deciding whether to exercise this discretion, the Vice-Chancellor shall not normally exercise this power more than six months after the conclusion of the relevant proceedings.

Note
Fraudulent claims will lead the University to take action under its disciplinary procedures.

Complaints Procedure

135 Research degree students who wish to present a complaint should refer to the University's general Student Complaints Procedure. A student studying for a European doctorate who wishes to make a complaint about matters under the jurisdiction of the institution or organisation in another European country should use the complaints procedure of that institution or organisation.

136 Where the complaint relates to difficulties with the supervisory relationship or the nature of the academic advice given, the following clarification is offered regarding the initial procedure to be followed. If possible the complaint should be raised directly and orally with the Lead Supervisor concerned. Where the complainant does not feel able to do this, or where such an approach has failed to produce a satisfactory resolution of the matter, the student should address the complaint to the School-based Research Student Progress Group Chair. In cases the where the complaint involves a School-based Research Student Progress Group Chair or where a School-based Research Student Progress Group Chair has been unable to resolve the matter, the complainant should approach the Chair or Vice-Chair of the Awards Board sub-committee for Research Degrees. Where no resolution has been reached the complainant should progress the complaint formally via the University Secretary's Office.

Provisions applying to the degree of PhD to be awarded for the submission of prior output.

137 Students for the degree of PhD by prior output must have made a substantial independent, coherent and original contribution to knowledge in a subject area or discipline for which supervisory expertise is available within the University. The extent of the work should be equivalent to that expected of a standard Doctor of Philosophy.

138 A student shall apply in writing to the Research and Postgraduate Office for registration for the PhD by prior output under these Regulations. The application for registration shall be

considered by the Chair of the School-based Research Student Progress Group in consultation with the Head of Research and Postgraduate Office. Where registration for the degree is approved, a supervisor shall be appointed to provide guidance to the student.

139 A student shall normally submit for examination for the degree of PhD by prior output within 12 months of registration.

140 A student must select current outputs from a nominated field of study and present two copies of such outputs for examination. Material other than books should be presented where practical in one or more hard-backed folders or box files, each containing a title and contents page, and displaying on the front cover the name and initials of the student, the qualification, and the year of submission. Where an artefact or piece of creative work is involved which cannot be included as such, there should instead be some permanent record of the work (for instance, video, photographic record, CD-Rom, musical score, diagrammatic representation).

141 A student shall, in addition, be required to submit an abstract and two copies of a covering document of normally 15,000 to 30,000 words. The covering document should be a critical appraisal which identifies the research aims, explains how the outputs form a coherent body of work, demonstrates methodological and conceptual rigour, articulates the original contribution to the field, and, for co-authored work, identifies the individual contribution made by the student. In addition, the covering document should contain as an appendix a full bibliography of all relevant work in the public domain by the student.

142 Students shall be required:

142.1 to declare that the submitted work as a whole is not substantially the same as any that they have previously submitted or are currently submitting whether in published or unpublished form, for a degree, diploma, or similar qualification at any University or similar institution; and

142.2 to declare which parts if any of the output or outputs submitted have previously been submitted for any such qualification; and

142.3 where the work submitted includes outputs conducted in collaboration with others to provide a written statement normally signed by all collaborating parties on the extent of the student's individual contribution to the material and the conditions and circumstances under which the work was carried out.

142.4 to provide a statement detailing ethical considerations. In cases where any work submitted by the student has been based on a study involving human participants, the student shall submit a declaration to the effect that such work was given prior approval by an appropriate body responsible for the maintenance of ethical standards.

143 A student may not include with their submitted outputs work that has not been published or has not been in the public domain.

144 In order to be eligible for the award of the degree of PhD, the submitted work must constitute a substantial original contribution to knowledge. The work submitted shall be examined by two external examiners appointed by the University on the recommendation of the Awards Board sub-committee for Research Degrees. In the case of collaborative outputs, the examiners must satisfy themselves that the parts of the submitted outputs attributed to the student constitute a substantial original contribution to knowledge.

145 A student shall be required to undergo an oral examination, which shall be on the submitted outputs themselves and covering document.

146 Each examiner shall make an independent report on the work submitted; both shall be present at the oral examination and shall sign the joint report and the final

recommendation. The reports shall be considered by the Awards Board sub-committee for Research Degrees.

147 The joint report of the examiners shall conclude with one of the following recommendations:
147.1 that the student be awarded the degree of PhD;
147.2 that the student be awarded the degree of PhD subject to minor corrections or amendments to the covering document; these should normally be submitted within 6 months. The examiners shall write a report detailing the amendments and corrections required, which shall be sent to the student by the Research and Postgraduate Office;
147.3 that the student not be awarded the degree of PhD.

148 In accordance with Regulation 58 above, the Awards Board sub-committee for Research Degrees shall consider all recommendations and propose awards for conferral to the University Awards Board. In respect of 147.2 above this is contingent upon the student amending the thesis to the satisfaction of the internal and/or the external examiner(s) within 6 months.

149 If, for any reason, a further opinion is required on the work submitted, an external adjudicator shall be appointed. The adjudicator shall be appointed by the University on the recommendation of the Chair of the Awards Board sub-committee for Research Degrees after consultation with the original external examiners. The adjudicator shall consider the work submitted and will also be sent the reports of the original examiners. The adjudicator shall make an independent report which shall conclude with one of the recommendations under Regulation 147. The report shall be sent, together with the original examiners' reports, to the Chair of the Awards Board sub-committee for Research Degrees who shall determine the outcome as detailed in 147 above and progress in accordance with Regulation 149 above. The recommendation of the adjudicator is expected to prevail.

150 One copy of the work submitted in support of a successful application shall be retained by the University and deposited in the library.

151 Regulations 109-134 of the Research Degree Regulations, Appeals against decisions of the University Awards Board, apply to these provisions.

Provisions applying to the award of a higher doctorate

152 Applications can be made for the following higher doctorates:
- Doctor of Letters (DLitt)
- Doctor of Science (DSc)

153 The work submitted must be of high distinction, must constitute an original and significant contribution to the advancement of knowledge or to the application of knowledge or to both and must establish that the applicant is a leading authority in the field or fields of study concerned.

154 Applicants should normally be
154.1 holders, of at least seven years' standing, of a first degree such as a Bachelor's degree or of a qualification of equivalent standard; or
154.2 holders, of at least four years' standing, of a higher degree such as a Masters or research degree or of a qualification of equivalent standard.

155 Applicants must submit four copies of the work on which the application is based. The submission may take the form of books, contributions to journals, patent specifications, reports, specifications, designs, video, photographic record, musical score or diagrammatic representation, and may include other relevant evidence of original work. Material other than books must be secured in one or more hard-backed folders, or box files, each

containing a title and contents page, and displaying on the front cover the name and initials of the student, the qualification, and the year of submission. An applicant shall state which part if any, has been submitted for another academic award. The work submitted for the degree shall not be concurrently submitted by the candidate for a higher doctorate or other award at any other institution. The content of the submission must be in English unless specific permission to the contrary has been given by the Awards Board sub-committee for Research Degrees. Where an artefact or piece of creative work is involved which cannot be included as such, there should instead be some permanent record of the work (for instance, video, photographic record, CD-Rom, musical score, diagrammatic representation).

156 In addition to the copies of the work on which the application is based, applicants must submit one copy of each of the following, all of which must be word processed:

156.1 a completed application form;

156.2 a curriculum vitae;

156.3 a list detailing each work to be submitted in support of the application;

156.4 a critical appraisal of 4,000 to 10,000 words setting out the field, the aims and main themes of the work, and the original and distinguished contribution to the advancement or application of knowledge in the field represented by the works;

156.5 a full statement of the extent of the applicant's contribution to work submitted, involving joint authorship or other types of collaboration.

156.6 a statement detailing ethical considerations. In cases where any work submitted by the candidate has been based on a study involving human participants, the candidate shall submit a declaration to the effect that such work was given prior approval by an appropriate body responsible for the maintenance of ethical standards.

157 On submission of an application, the Awards Board sub-committee for Research Degrees will consider whether a *prima facie* case for proceeding to a formal examination of the application has been established, taking whatever advice it considers appropriate.

158 If satisfied that such a case has been established, the Awards Board sub-committee for Research Degrees will submit the application to three external examiners appointed by the University, each of whom shall make an independent report to Awards Board sub-committee for Research Degrees. Before making their report, examiners may seek additional information from the candidate in writing through the Research and Postgraduate Office. If the Examiners' reports do not unanimously recommend the award of the degree, the Awards Board sub-committee for Research Degrees may accept a majority recommendation or may appoint an additional examiner.

159 The University shall retain one copy of the full documentation in support of a successful application.

160 Regulations 109-134 of the Research Degree Regulations, Appeals against decisions of the University Awards Board, apply to these provisions.

5.3 Regulatory framework for Professional Doctorate programmes

Introduction

1 The aim of the Professional Doctorate is to provide an alternative award of equivalent standard to a Doctor of Philosophy (PhD) for the development of specialist professional and research skills and competencies within an appropriate intellectual framework.

2 A professional doctorate shall be awarded to a student who has:

- passed all the elements of the preparatory stage of the programme equivalent to 180 credits at Masters and/or Doctoral level *and*
- undertaken a significant piece of empirical research demonstrating critical investigation and evaluation and demonstrating independent thought and research creativity, making an original contribution to knowledge or practice, and generating new applications or understanding that extend the frontier of knowledge in an area of professional practice equivalent to 360 credits at Doctoral level such as would be completed in two years of full-time study, resulting in the production of a thesis *and*
- demonstrated an understanding of research methods appropriate to the field of study *and*
- presented and defended a thesis by oral or alternative examination to the satisfaction of the examiners.

3 The award shall be conferred by the University Awards Board under powers delegated to it by the Academic Board of the University.

4 This regulatory framework is designed to be consonant with the Research Degree Regulations (Section 5.2). Where these Regulations remain silent the Research Degree Regulations (Section 5.2) may be invoked.

Admission to a professional doctorate programme

5 Applications shall be considered in line with the University's generic principles for admissions (see Section 2.2) and the English language requirements for research degree students (see Section 5.2 Regulations 12-14). Students shall normally be required to hold a first or upper second class honours degree of a UK university or a qualification or other experience which is regarded by the University as equivalent to such an honours degree. Authorised admitting officers shall determine which applicants are to be admitted in accordance with the entrance requirements for each professional doctorate programme specified in the relevant course specific regulations. The authorised admitting officer shall satisfy him or herself that each student is proposing to conduct research in an appropriate field of study in which the University is able to provide appropriate facilities for the conduct of scholarly research, including adequate and sustainable supervision.

6 Students may normally study in full-time or part-time mode and may transfer between these modes of study. A student admitted for study leading to a Professional Doctorate shall be provided with a period of registration of 4 years (full-time) and 6 years (part-time).

Professional doctorate programme structure

Preparatory stage

7 Course specific regulations for each professional doctorate programme, approved at validation, shall specify the structure of each programme leading to a named award.

8 The preparatory stage of the programme shall normally include some taught elements, which shall be based on a teaching year comprising an autumn and a spring semester of 15 weeks each and a summer studies period, making 48 weeks in total.

9 Study in full-time mode towards the preparatory stage of the programme shall normally comprise 60 credits (normally 3 modules) denoting 600 learning hours in each of the three study periods (see Regulation 8 above).

10 Each taught module shall normally be worth 20 credits, denoting 200 learning hours, and shall be delivered in a single semester. Larger or smaller modules may be approved at validation where the nature of the programme justifies this.

11 The preparatory stage of the programme shall include one or more modules dealing with research methods and preparation for the thesis stage. The preparatory stage may also include a dissertation defined as a substantial piece of independent work, synthesising earlier learning, and which may be a written piece of work, a project incorporating a report, an artefact incorporating a commentary or equivalent piece of work original to the author and critically reflective. A dissertation shall normally be concerned with the same field of study as the student proposes to work on in his or her thesis.

12 Course specific regulations shall specify the core and optional modules which constitute the preparatory stage of the programme.

13 Students may only attend and be assessed in those modules included in their programme of study which have been approved by an authorised programme approver in accordance with course specific regulations. Programmes of study for individual students shall normally be finalised before the start of the semester.

14 A student wishing to withdraw from a module for which he or she is registered must submit a written request to the Research and Postgraduate Office no later than the end of the second week of the first semester of the academic year in which she/he is enrolled. Such requests must be agreed in writing. Subject to approval vy the Research and Postgraduate Office the student shall be deemed not to have taken the module and their record will be updated accordingly. Where this results in the student no longer meeting the criteria for full time study, their mode of attendance will be formally amended to part-time by the University. A student who the University deems still to be studying on a full time basis will continue to pay the appropriate full time fee. A student who the University deems to be studying on a part time basis will receive a refund of the tuition fees paid for the module(s), as appropriate. At the start of each teaching period a student shall be permitted to substitute a module with the approval of her/his Course Leader subject to the overall module credit being unchanged (See also Section 2 of the General Student Regulations, regulations 5.17 to 5.20).

Accreditation of Prior Learning (APL)

15 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 10.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to a maximum of the preparatory stage. Where a student is enrolled under the terms of a Tier 4 Student Visa, the award of AP(E)L credit will only be made if a student is able to continue to study the programme full-time and in accordance with current immigration guidance. A student may be awarded a mixture of APCL and APEL credit.

Assessment of the preparatory stage of the programme

16 Students shall be assessed in the modules constituting the preparatory stage of the professional doctorate programme in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).

17 Each student shall be offered an opportunity to be assessed in each module under an approved scheme of assessment during the period in which the module is studied.

18 There may be a number of items of assessed work for each module. The module specification shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.

19 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).

20 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted, a mark of zero will be recorded for that item. Where an error in the computation of an assessment result or final award has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.

21 On the basis of performance in the approved assessment scheme each student shall be awarded marks for each module reported in percentages. The pass mark for all modules shall be 50%.

22 Feedback to students, before confirmation of marks by the Assessment Board, may be reported in percentage marks, with the proviso that such marks are provisional and subject to change.

Responsibilities of students (including coursework submission and attendance at examinations)

23 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.

24 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories. Exceptionally, a student unable, for good reason, to submit a coursework first assessment may request an extension of up to five working days. Such requests shall normally be made in advance of the deadline. Where such an extension is approved and the work is submitted by the extended deadline provided, the work shall be marked as if it were submitted on time by the original due date.

25 It shall be the responsibility of students who believe they have valid reasons for absence from an examination to submit a claim for mitigating circumstances[1] in accordance with the criteria and procedures for such claims (see Section 10.3).

[1] A student may have a mitigating circumstances/academic performance claim accepted normally on one occasion only for a particular item of assessed work.

26 It shall be the responsibility of students who believe their academic performance in an examination, was significantly impaired by mitigating circumstances[1], to submit to submit a claim for mitigating circumstances in accordance with the criteria and procedures for such claims (see Section 10.3).

27 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances[1], to submit an appeal to the Student Casework Office within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).

28 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

First Assessments in the preparatory stage of the programme

29 An overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 21 above). A student shall be awarded a pass in the module where they have achieved an overall pass mark, and have additionally passed any items of assessed work required by the Module Specification.

Reassessment and retaking in the preparatory stage of the programme

30 A student who, for a first assessment, has failed a component of assessment (as set down in the Module Specification) for a module shall:

30.1 be expected to undertake reassessment in the component concerned, if the module has been failed overall; *or*

30.2 be invited to undertake reassessment in the failed component (whether attempted or not attempted at the first assessment opportunity) concerned, where the module has achieved an overall pass mark. In such circumstances, the reassessment must be taken during the summer resit period following the academic session in which the module was taken (unless a valid claim for mitigating circumstances precludes this). A student eligible to graduate should notify the University of their intention to undertake reassessment in the failed component and, by doing so, defer the date of the conferral of their award. If a student does not undertake reassessment during the summer resit period following the academic session, the original mark shall stand, with no further opportunity to undertake reassessment in the failed component.

31 Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task.

32 A student shall not be entitled to be reassessed in any component of assessment for which a passing mark has been awarded.

33 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.

34 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken.

35 If a component is passed following reassessment, the component mark shall be capped at bare pass (i.e. 50% for postgraduate modules).

36 Where a student has a further (re)assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year.

37 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion, unless the course specific regulations specify to the contrary. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed. A student enrolled under the conditions of a Tier 4 Student Visa and who is required to undertake reassessment in a second registration of a module, may be required to take that final reassessment opportunity outside of the UK.

Progression to the thesis stage of the programme

38 Students shall normally be required to pass the preparatory stage of the programme before progressing to the thesis stage (see Regulation 43 below).

39 Before approving transfer from the preparatory stage to the thesis stage students shall be required to demonstrate that they have an approved research proposal and that the proposed programme provides a suitable basis for work at doctoral level which the student is capable of pursuing to timely completion.

40 A student who has passed modules within the preparatory stage of a programme equivalent to at least 180 credits at Masters (which may include the completion of a dissertation) and withdraws from the programme shall have a Masters level award, as approved at validation, conferred on him or her by the University Awards Board in accordance with the course specific regulations.

Thesis stage

41 At least once a year, the Awards Board sub-committee for Research Degrees shall establish whether the student is actively engaged on the research programme and is maintaining regular and frequent contact with the supervisors and shall consider reports from the student, the supervisors and a reader on the student's progress. As a result of this process, the Committee shall take or progress appropriate action, which may include the termination or withdrawal of the student's registration. If no reports are obtained from the student and if no response is forthcoming from the student following enquiries from the University, the student may be withdrawn. Students who are considered not to be making satisfactory progress on their research programme will not be able to continue regardless of their progress and achievement in other aspects of the professional doctorate programme.

42 A Professional Doctorate shall require all students to prepare a thesis, which shall involve a substantial volume of independent work and generate new applications or understanding that extend the frontier of knowledge in an area of professional practice. Course specific

regulations shall determine the composition of the thesis. The project(s) which contribute to the thesis will be based on appropriate professional practice which may be obtained through work-based learning and experience, acquired before (where appropriate and not precluded by course specific regulations) or during the programme and through study at the University.

43 Each student shall register his or her thesis title with the Awards Board sub-committee for Research Degrees. The Awards Board sub-committee for Research Degrees shall approve the supervision arrangements. The Awards Board sub-committee for Research Degrees shall normally consider applications for the thesis to be treated confidentially (in line with Regulation 123 below) at this stage, but if necessary such applications may be made at a later point in time.

44 Where the student is prevented, by ill health or other cause, from making progress with the research, the student shall apply to the Awards Board sub-committee for Research Degrees for a period of intermission of up to six months. The maximum permitted period of intermission shall normally be one year. A further exceptional request above one year must be approved by the Director of Student Journey (or nominee) who may exceptionally approve an intermission for a further additional year. Criteria for agreement to a period of intermission will include continued academic viability of the research project. Students whose residence in the UK is only permitted by the terms of a student visa cannot remain resident in the UK if they are intermitting their studies. The University will notify the relevant authorities if an intermission is agreed.

45 A student shall submit the thesis to the Research and Postgraduate Office of the University before the expiry of the maximum period of registration. The Chair of the Awards Board sub-committee for Research Degrees may extend a student's period of registration, normally for a period of six months at a time, to a maximum of 6 years (full-time) and 8 years (part-time), which includes any periods of intermission; subject to confirmation that the student continues to make satisfactory academic progress and, that the research project remains viable.

46 Where the student's own creative work forms a significant part of the intellectual enquiry within the programme of research, the creative work must be clearly presented in relation to the argument of a written thesis and set in its relevant theoretical, historical, critical, design or professional context. The written component(s) of the thesis shall conform to the usual scholarly requirements. The final submission must be accompanied by a permanent record of the creative work. Where practical such a record should be bound with the written components of the thesis.

47 The amount and extent of the output should normally be such as would be expected as a result of a minimum of two years full-time study or its equivalent in part-time work. Unless the course specific regulations specify to the contrary all the components of the written thesis taken together should normally be within the range:

25,000 – 30,000 words if in the field of Art/Design or Science/Technology

40,000 – 60,000 words if in the field of Arts, Design, Education, Business or Social Sciences

20,000 – 30,000 words if related to practice-based production of artefacts.

48 There shall normally be an abstract, in English, of approximately 300 words bound into the thesis which shall provide a synopsis of the thesis stating the nature and scope of the work undertaken and of the contribution made to the knowledge of the subject treated.

49 The thesis shall acknowledge published or other sources of material consulted (including an appropriate bibliography) and any assistance received.

50 Where a student's research programme is part of a collaborative group project, the thesis shall indicate clearly the student's individual contribution and the extent of the collaboration.

51 Except with the specific permission of the Awards Board sub-committee for Research Degrees the thesis shall be presented in English. Where appropriate, matters pertinent to the thesis may be presented in another language but must be accompanied by a full translation into English, if appropriate to the subject discipline.

52 In exceptional circumstances, a student may be allowed to submit in a language other than English, if approved by the Awards Board sub-committee for Research Degrees when notified of the registration (see Regulation 43 above) and if appropriate supervisors and examiners are available.

Examination of the thesis - general

53 The examination of the thesis shall have two stages: firstly the submission and preliminary assessment of the thesis and secondly its defence by oral examination or alternative examination as approved at validation and specified in course specific regulations.

54 The student shall be required to pass all elements of the preparatory stage of the programme before the thesis may be submitted for examination. The Lead Supervisor shall submit to the Awards Board sub-committee for Research Degrees confirmation from the relevant Subject Standards Board that the student has passed the preparatory stage of the programme before the examiners are appointed.

55 A student shall normally be examined orally on the programme of work and on the field of study in which the programme lies. The oral examination should take place within three months of the thesis submission and normally no later than six months after submission.

56 A senior academic within the University shall be designated independent chair of the oral examination. The Chair is not an examiner and is independent of the candidate's supervisory team and research topic, but takes responsibility for ensuring the University's Regulations are followed(Refer also to Section 10.6, the Procedures for the Conduct of the Research Degree Oral Examination) and that the examiners are able to distinguish between 'minor amendments' (i.e. typographical, factual or analytical errors that require corrections that can feasibly be made within 3 months) and 'revision' (i.e. substantial flaws in design, conduct, analysis or presentation that require revision that can feasibly be made within 12 months) of the thesis as detailed in Regulations 76, 79.2, 79.3, and 80.

57 Normally only the candidate, the examiners, the independent chair and, where the candidate permits, the supervisor(s), may be present at the oral examination. Should the supervisor(s) attend they do so in the capacity of observer(s) and as such, may not participate in the discussion and shall withdraw prior to the deliberations of the examiners on the outcome of the examination.

58 The Awards Board sub-committee for Research Degrees shall consider the reports and recommendation(s) of the examiners in respect of the student and propose awards for conferral to the University Awards Board.

59 Where for reasons of sickness, disability or comparable valid cause the Awards Board sub-committee for Research Degrees is satisfied that a student would be under serious disadvantage if required to undergo an oral examination, or where there is other comparable reason, an alternative form of examination may be approved. Such approval shall not be given on the grounds that the student's knowledge of English is inadequate.

60 The award of professional doctorate may be made posthumously to a student on the basis of passing the preparatory stage of the programme and completion of a thesis which is ready for submission for examination. In such cases the Awards Board sub-committee for

Research Degrees shall seek evidence that the student would have been likely to have been successful had the oral examination taken place.

61 Following submission, where there is evidence of cheating or plagiarism in the thesis, or irregularities in the conduct of the examination, it shall be progressed and considered under the University's Procedures on Student Academic Misconduct (See Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures and their associated penalties for Research Degree allegations (see Section 10.5, Appendix 10.5.2)

62 The Awards Board sub-committee for Research Degrees shall ensure that all examinations are conducted and the recommendations of the examiners are presented wholly in accordance with the University's regulations and course specific regulations. In any instance where the Awards Board sub-committee for Research Degrees is made aware of a failure to comply with all the procedures of the examination process, it may declare the examination null and void and require a new examination to take place with new examiners. In such cases, this shall be reported to the Chair of the University Awards Board.

The student's responsibilities in the examination process

63 The submission of the thesis is the sole responsibility of the student. It shall be the responsibility of the student to ensure that the thesis they submit for assessment is entirely their own and that they observe all rules and instructions governing examinations. Any allegation of plagiarism or any other impropriety shall be progressed under the Procedures on Student Academic Misconduct (see Regulation 61 above).

64 The student shall ensure that a specified number of copies of the thesis, accompanied where appropriate by any original artefacts, are submitted to the Research and Postgraduate Office of the University by the due deadline. The paper-based (written) components of the thesis may be submitted for examination either in a permanently bound form or in a temporary bound form, which is sufficiently secure to ensure that pages cannot be added or removed.

65 The student shall take no part in the arrangement of the examination and shall have no formal contact with the examiner(s) following their appointment.

66 The student shall confirm that the thesis has not been submitted for a comparable academic award. The student shall not be precluded from incorporating in the thesis, covering a wider field, work which has already been submitted for a degree or comparable award, provided that it is indicated, on the declaration form and also on the thesis, which work has been so incorporated. The student shall ensure that the thesis format and components are in accordance with the requirements set down in the course specific regulations.

67 Any mitigating circumstances pertaining to the oral examination should be disclosed at the outset of the oral examination process.

Examiners

68 Each student shall normally be examined by at least two examiners of whom at least one shall be an external examiner.

69 An internal examiner shall normally be defined as a member of staff of the University other than a supervisor or adviser of the student as appointed under procedures determined by Academic Board. The external examiner shall normally not be external examiner on a taught course in the same School at the University. Former members of staff of the University shall normally not be approved as external examiners until five years after the termination of their employment with the University.

70 Where the student is on the staff of the University in any capacity, an additional external examiner shall be appointed and there shall be no internal examiner.

71 Examiners shall be appointed according to the following criteria:
- 71.1 experienced in research in the general area of the student's thesis; and
- 71.2 have relevant professional experience in the topic(s) to be examined; and
- 71.3 at least one external examiner shall have substantial experience (that is, normally having acted as an examiner at two or more previous research degree examinations); and
- 71.4 an external examiner shall be independent both of the University and, if applicable, of any collaborating organisation and shall not have acted previously as the student's supervisor or adviser.

72 The University shall determine and pay the fees and expenses of the examiners.

73 The Awards Board sub-committee for Research Degrees shall approve these arrangements individually.

74 The Research and Postgraduate Office shall be responsible for the organisation of the oral or alternative examination and shall notify the student, all supervisors and the examiners of the arrangements for the examination.

75 The Research and Postgraduate Office shall send a copy of the thesis to each examiner, together with an examiner's preliminary report form and the University's regulations and shall ensure that the examiners are properly briefed as to their duties.

The examiners' responsibilities

76 Each examiner shall read and examine all the components of the thesis and submit an independent preliminary report on it to Research and Postgraduate Office two weeks before the oral or alternative form of examination is held. In completing the preliminary report, each examiner shall consider whether the thesis provisionally satisfies the research requirements of the degree and where possible make an appropriate provisional recommendation subject to the outcome of any oral examination. The examiners shall not recommend that a student fail outright without holding an oral examination or other alternative examination.

77 Where the examiners are of the opinion that the thesis is so unsatisfactory that it is likely that they will recommend that the student will not be awarded the degree or will be required to revise and resubmit the thesis for re-examination, the examiners shall not, except under exceptional circumstances, make such recommendations without submitting the candidate to oral examination or approved alternative examination.

78 Following the oral or alternative examination the examiners shall, where they are in agreement, submit a joint report and recommendation relating to the award of the degree to the Chair of the Awards Board sub-committee for Research Degrees. The preliminary reports and joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 79 is appropriate. Where the examiners are not in agreement, separate reports and recommendations shall be submitted.

79 Following the completion of the oral examination the examiners may recommend that:
- 79.1 the student be awarded the degree
- 79.2 the student be awarded the degree subject to minor amendments being made to the thesis; these should normally be submitted within 3 months and, to the satisfaction of internal and/or the external examiner(s). The examiners shall write a report

detailing what amendments and corrections are required, which shall be sent to the student by the Research and Postgraduate Office;

79.3 the student be permitted to resubmit for the degree and be re-examined, with or without an oral or alternative examination; this should normally be done within the period of one calendar year from the date of the latest part of the first examination. In cases where the examiners recommend that only the thesis requires re-examination, they may determine that the re-examination of the thesis be undertaken by only the external examiner. The examiners shall write a report detailing what amendments and corrections are required, which shall be sent to the student by the Research and Postgraduate Office;

79.4 the student not be awarded the degree of Professional Doctorate, but be considered for an interim award as specified in the Course Specification;

79.5 the student be not awarded the degree and be not permitted to be re-examined.

80 In accordance with Regulation 58 above, the Awards Board sub-committee for Research Degrees shall consider all recommendations and propose awards for conferral to the University Awards Board. Only one re-examination may be permitted by the Awards Board sub-committee for Research Degrees.

81 Where the examiners' recommendations are not unanimous, the Awards Board sub-committee for Research Degrees may:

81.1 accept a majority recommendation (provided that the majority recommendation includes at least one external examiner);

81.2 accept the recommendation of the external examiner; or

81.3 require the appointment of an additional external examiner.

82 Where such an additional external examiner is appointed under Regulation 81.3 he or she shall prepare an independent preliminary report on the basis of the thesis and, if considered necessary, may conduct a further oral or alternative examination. That examiner should not be informed of the recommendations of the other examiners. On receipt of the report from the additional examiner the Awards Board sub-committee for Research Degrees shall determine the outcome as detailed in Regulation 79 above and progress in accordance with Regulation 80 above.

83 Where the Awards Board sub-committee for Research Degrees decides that the degree shall not be awarded and that no re-examination be permitted, the examiners shall prepare an agreed statement of the deficiencies of the thesis and the reason for their recommendation, which shall be forwarded to the Chair of the University Awards Board for consideration. Where the decision not to re-examine the student is approved, the Chair of the Awards Board sub-committee for Research Degrees shall inform the student of this decision and include a copy of the agreed statement of the deficiencies of the thesis from the examiners.

Re-examination

84 There are three forms of re-examination.

84.1 where the student's performance in the first oral or approved alternative examination was satisfactory but the thesis was unsatisfactory, the examiner(s) shall re-examine the thesis only;

84.2 where the student's performance in the first oral or approved alternative examination was unsatisfactory and the thesis was also unsatisfactory, any re-examination shall include a re-examination of the thesis and an oral or approved alternative examination;

84.3 where on the first examination the student's thesis was satisfactory but the performance in the oral and/or other examination(s) was not satisfactory the student shall be re-examined in the oral and/or other examination(s) subject to the time limits prescribed in Regulation 85, without being requested to revise and re-submit the thesis.

85 The student shall submit for re-examination within the period of one calendar year from the date of the latest part of the first examination. Any oral examination shall normally be undertaken within three months of resubmission. The Awards Board sub-committee for Research Degrees may, where there are significant extenuating circumstances that occur during the calendar year, approve an exceptional extension of this period.

86 The Awards Board sub-committee for Research Degrees may require that an additional external examiner be appointed for the re-examination.

87 In the case of a re-examination under Regulations 84.1 the examiner(s) (refer 79.3 above) shall read and examine the thesis and submit, on the appropriate form, an independent report to the Research and Postgraduate Office. In completing the form, the examiner(s) shall consider whether the thesis satisfies the requirements of the degree and make a recommendation alongside sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 90 is appropriate.

88 Following the re-examination of the thesis under Regulation 84.2 or following an oral or other examination under Regulations 84.2 or 84.3, the examiners shall, where they are in agreement, submit, on the appropriate form, a joint recommendation relating to the award of the degree to the Chair of the Awards Board sub-committee for Research Degrees. The reports and joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 84 is appropriate.

89 Where the examiners are not in agreement, separate reports and recommendations shall be submitted. The recommendations shall be made on the appropriate form.

90 Following the completion of the re-examination the examiners may recommend that:
- 90.1 the student be awarded the degree;
- 90.2 the student be awarded the degree subject to minor amendments being made to the thesis; these should normally be submitted within 3 months. The examiners shall write a report detailing what amendments and corrections are required, which shall be sent to the student by the Research and Postgraduate Office;
- 90.3 the student not be awarded the degree and not be permitted to be re-examined; in such cases, consideration will be given to whether the student is eligible for a lower award of Masters as specified in the course specific regulations.

91 In accordance with Regulation 58 above, the Awards Board sub-committee for Research Degrees shall consider all recommendations and propose awards for conferral to the University Awards Board. In respect of 90.2 above, this is contingent upon the student amending the thesis to the satisfaction of the internal and/or the external examiner(s) within 3 months. Minor amendments may normally only be proposed on two occasions.

Appeals against decisions of the University Awards Board

Introduction

92 These regulations are intended to protect research degree students against the possibility of unfair summative assessment resulting from omission or error on the part of the appropriate University authorities, or from unforeseen circumstances affecting a student. No student appealing under these Regulations, whether successfully or otherwise, shall be treated less favourably than would have been the case had an appeal not been made.

93 An appeal may be lodged only in relation to a decision of the University Awards Board and/or its sub-committee for Research Degrees. Given the existence of procedures for complaint

and grievance during the study period, alleged inadequacy of supervisory or other arrangements during the period of study shall not constitute grounds for appeal. In cases where delay has occurred as a result of confusion over which is the correct procedure to follow, the date of the first enquiry shall be considered to be the date on which the appeal was lodged.

94 The Director of Student Journey (or nominee) has overall responsibility for the Regulations on appeals against decisions of the University Awards Board.

Validity and Invalidity

95 An appeal in respect of an academic judgement of the examiners arrived at through due process shall be deemed invalid.

96 For an appeal to be valid it **must**:

96.1 Be made in writing, be dated and bear the full name, student number and signature of the student;
96.2 Specify the grounds for appeal from among those set down in Regulation 98 below;
96.3 Include all appropriate, relevant, available supporting independent evidence;
96.4 Be submitted to the Student Casework Office. Appeals submitted by post must be sent to the Student Casework Office **only**: the University cannot accept any responsibility for the receipt or late delivery of any such appeal.
96.5 Be **received** within **ten working days** of the date of notification of the decision concerned.

Grounds of appeal

97 An appeal can only be made on the following grounds:

97.1 that the student had been affected by mitigating circumstances which he/she had properly drawn attention to, but which the examiners had failed to take into account; or that the student had been affected by mitigating circumstances which he/she was unable, for **good reason** to draw proper attention; and/or,
97.2 that in the conduct of the examination there was evidence of significant procedural irregularity which could include administrative error or unfair or improper assessment on the part of one or more of the examiners and that this, in turn, had a significant impact on the student.

Consideration of an appeal

98 The Student Casework Office shall check each appeal for validity against the criteria listed in Regulations 95 and 96 above. Any appeals, which do not meet these criteria, shall be deemed invalid, and the student shall be informed of this decision in writing at the earliest opportunity. The student shall be provided with a further ten working days in which to submit further evidence to validate the appeal in accordance with Regulations 95 and 96 above.

99 The Student Casework Office shall consider each valid appeal and determine if the ground(s) listed in Regulation 97 has/have been clearly demonstrated. In establishing whether a student has clearly demonstrated the ground(s) of appeal, the Student Casework Office may liaise with the Research and Postgraduate Office. The Student Casework Office may also seek written or oral testimony from the examiners, from other persons present at the oral examination, from supervisors or other members of the academic staff, or further evidence or statements from the student as appropriate.

100 For a valid appeal in which the ground(s) listed in Regulation 97 has/have been clearly demonstrated, an Appeals Panel shall normally be convened. The decision as to whether an

Appeals Panel shall be convened shall rest with the Director of Student Journey (or nominee).

101 For a valid appeal in which the student has not clearly demonstrated that the ground(s) of appeal have been met; the appeal shall be rejected. The Student Casework Office shall inform the student of this decision in writing at the earliest opportunity. The student shall be granted a further ten working days in which to submit relevant additional evidence to clearly demonstrate the ground(s) on which the appeal has been made.

102 The Student Casework Office shall consider further relevant additional evidence submitted for the deadline set down in Regulation 101 above and determine whether the ground(s) has/have been clearly demonstrated. In cases where the additional evidence clearly demonstrates that the ground(s) has/have been met, an Appeals Panel shall be convened. In cases where the additional evidence does not clearly demonstrate that the ground(s) of appeal has/have been met, the appeal shall be rejected and the student shall be informed of this decision in writing at the earliest opportunity. The student shall also be informed that the University's internal procedures for appeal have been exhausted.

Appeals Panel

103 The Awards Board sub-committee for Research Degrees shall appoint up to three of its members from persons having experience of supervising and examining research degrees and who have had no previous involvement in the student's assessment, to act as an Appeals Panel and assign one member as Chair. In deciding the membership of such panels the Awards Board sub-committee for Research Degrees shall have regard to potential conflicts of interest. No student shall be a member of an Appeals Panel. A senior member of the Student Casework Office shall act as Secretary. The Secretary shall supply all relevant documentation and evidence to the Panel.

104 The Appeals Panel shall meet within a reasonable period of time.

105 At least six working days before the intended date of the Appeals Panel meeting, the Secretary shall notify the student of the time and place at which the meeting shall take place. The student may, in person or by letter, address the Appeals Panel. The student shall have a right to be assisted by a friend at the Appeals Panel meeting.

106 If, on one occasion, the student provides the Secretary with a satisfactory reason for not being able to attend the meeting, the Secretary shall make such alternative arrangements as seem appropriate. The Secretary shall decide whether to make alternative arrangements on a second or subsequent occasion.

107 The Appeals Panel may summon to appear any person(s) whom it considers to be material witness(es), and call for any other evidence which it considers to be material.

108 The Chair of the Appeals Panel shall open the hearing by reviewing the documentation sent to members and shall seek from the student such clarification of the ground(s) for the appeal as may be thought necessary.

109 New evidence not notified in advance to the student or the Appeals Panel may only be introduced at the discretion of the Appeals Panel. Where the Panel is of the opinion that relevant evidence has not been presented but could be presented if the meeting was adjourned, it may adjourn the meeting for such evidence to be made available at a resumed meeting. The Appeals Panel should only adjourn the meeting if they are of the opinion that any further evidence which is likely to become available would have a significant impact on the outcome of the appeal.

110 The Appeals Panel shall go into closed session to consider its decision. No person other than the members of the Appeals Panel and the Secretary shall be present at the closed session

of the Appeals Panel. At a closed session, the Appeals Panel shall only consider evidence presented earlier in the proceedings.

111 The Appeals Panel shall in its absolute discretion either dismiss the appeal, or uphold the appeal.

112 Where the Appeals Panel decides to dismiss the appeal, the original decision of the Awards Board sub-committee for Research Degrees shall stand. In such cases, the Secretary will write to the student outlining the reasons for the decision.

113 Where the Appeals Panel decides to uphold the appeal it shall, having particular regard to the impact of the circumstances and/or irregularity upon the student, recommend to the University Awards Board:

113.1 that no action be taken, as the circumstances and/or irregularity did not have a significant impact upon the student;
113.2 that the examiners be invited to reconsider their decision; and/or,
113.3 that new examiners should be appointed.

The Appeals Panel shall **not** have the authority to set aside the decision of the University Awards Board and thereby to recommend the award of the degree.

114 The Secretary shall make a formal record of the salient points of the proceedings of the Appeals Panel, which shall be signed by the Chair of the Appeals Panel and kept as a correct record of the meeting.

115 The Secretary shall provide a written report to the Chair of the University Awards Board informing them of the Appeals Panel's recommendation(s). The Chair of the University Awards Board shall inform the Student Casework Office of his/her decision who in turn shall, as soon as is practicable, inform the student, in writing, of this decision.

116 Under the Higher Education Act 2004 the University subscribes to the independent scheme for the review of student complaints. If a student is dissatisfied with the outcome of her/his appeal s/he may be able to apply for a review of their appeal to the Office of the Independent Adjudicator for students in Higher Education (OIA) providing that the complaint s/he takes to the OIA is eligible under its Rules. The University will confirm in writing to students, by way of a Completion of Procedures email/letter, when they have exhausted the University's internal procedures. At this point students may apply to the OIA if they wish.

117 The Vice-Chancellor on behalf of the University shall have power to re-open any appeal where it appears that it would be in the interests of fairness to do so. When deciding whether to exercise this discretion, the Vice-Chancellor shall not normally exercise this power more than six months after the conclusion of the relevant proceedings.

Note

Fraudulent claims will lead the University to take action under its disciplinary procedures.

Complaints procedure

118 Students who wish to present a complaint should refer to the University's general Student Complaints Procedure.

119 Where the complaint relates to difficulties with the supervisory relationship or the nature of the academic advice given, the following clarification is offered regarding the initial procedure to be followed. If possible the complaint should be raised directly and orally with the Lead Supervisor concerned. Where the complainant does not feel able to do this, or where such an approach has failed to produce a satisfactory resolution of the matter, the student should address the complaint to School-based Research Student Progress Group

Chair. In cases the where the complaint involves Schoolased Research Student Progress Group Chair or where School-based Research Student Progress Group Chair has been unable to resolve the matter, the complainant should approach the Chair or Vice-Chair of the Awards Board sub-committee for Research Degrees. Where no resolution has been reached the complainant should progress the complaint formally via the University Secretary's Office.

Retention of the thesis

120 Before the degree can be conferred on the student, all the written components of the thesis must be presented in a permanent binding so that leaves cannot be removed or replaced; the front and rear boards shall have sufficient rigidity to support the weight of the work when standing upright; the outside front board shall bear the title of the work, the name and initials of the student, the qualification and the year of submission all in at least 24pt type; the same information (excluding the title of the work) shall be shown on the spine of the work, reading downwards. The written components of the thesis shall be accompanied, where appropriate, by a permanent record of any creative work. The student shall attest that the contents of the permanently bound thesis are identical with the version submitted for examination, except where amendments have been made to meet the requirements of the examiners.

121 Following the award of the degree the Research and Postgraduate Office shall lodge one hard copy of the thesis in the library of the University and also normally a digital copy with the British Library and the University's Institutional Repository. The Research and Postgraduate Office shall provide details of the requirements for the format of the digital copy.

122 Where the Awards Board sub-committee for Research Degrees has agreed that the confidential nature of the student's work is such as to preclude the thesis being made freely available in the library of the University or electronically via the British Library, the thesis shall, immediately on completion of the programme of work, be retained by the University on restricted access and, for a time not exceeding the approved period (see Regulation 123 below), shall only be made available to those who were directly involved in the project.

123 The Awards Board sub-committee for Research Degrees shall normally only approve an application for confidentiality in order to enable a patent application to be lodged or to protect commercially or politically sensitive material or where ethical considerations require this. A thesis shall not be restricted in this way in order to protect research leads. Work judged to be confidential on ethical grounds shall remain on restricted access. While the normal maximum period of confidentiality for other work is two years, in exceptional circumstances the Awards Board sub-committee for Research Degrees may approve a longer period. Where a shorter period would be adequate the Awards Board sub-committee for Research Degrees shall not automatically grant confidentiality for two years.

124 The copies of the thesis submitted for examination shall remain the property of the University but the copyright in the thesis shall be vested in the student.

Section 6 - Regulatory framework for Professional and Personal Development courses

6.1 Professional and Personal Development Awards Framework and Regulations

Professional Awards Framework

Awards and awards descriptors	CATS points	FHEQ Level	ECTS credits	*Maximum period of registration
Certificate in Professional Studies in Nursing Entry requirement according to ENB regulations; minimum duration 3 years part-time	60 credits at level 4	4	30	
Diploma in Professional Studies in Education	60 credits at level 5 *and* 60 credits at level 6	6	60	
Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) **Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)** *DTLLS awards lead to Qualified Teacher, Learning and Skills (QTLS) status and may include the specialism studied, for example, Level 5 Diploma in Teaching Numeracy in the Lifelong Learning Sector (DTLLS Numeracy)* **Level 5 Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector** **Level 5 Additional Diploma in Teaching English (Literacy) in the Lifelong Learning Sector** **Level 5 Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector**	24 credits (minimum) at level 4 120 credits at levels 4/5 45 credits at levels 4/5	5 4/5 4/5	12 60 22.5	
Certificate in Education (CertEd) Professional qualification for teaching in post compulsory education	120 credits at levels 4/5	4/5	60	

Note: The maximum period of registration stated is that in which a student is normally expected to complete the award, including any break from studies (interruption /intermission) or other absence.

Awards and awards descriptors	**CATS points**	**FHEQ Level**	**ECTS credits**	**Maximum period of registration**
Professional Graduate Certificate in Education (PGCE) *(Formerly 'Postgraduate Certificate in Education (PGCE)'. The University will continue to award the Postgraduate Certificate in Education at this credit rating to students already enrolled or currently studying for, this former award).* Entry requirement of honours degree; minimum duration 1 or 2 years full-time	120 credits at level 6	6	60	
Postgraduate Certificate in Education (PGCE) Entry requirement of honours degree; minimum duration 1 or 2 years full-time	60 credits at level 6 *and* 60 credits at Masters level	7	60	
Certificate in Management **Diploma in Management Studies** Students may use these awards to obtain advanced standing on entry to the Masters in Business Administration (see Section 4.1) and other relevant programmes.	60 credits at Masters level 120 at Masters level	7 7	30 60	
Professional Diploma in Architecture Academically and professionally orientated programme, giving RIBA Part 2 exemption; minimum duration 2 years full time	240 credits (120 at level 6 *and* 120 at Masters level)	7	120	5 years
Graduate Certificate **Graduate Diploma in Specialist Social Work** **Graduate Diploma** Conversion courses designed to prepare students for progression to Masters level work or equivalent professional work.	60, min 30 at level 6 90 at level 6 120, min 60 at level 6	6 6 6	30 45 60	2 years 5 years 5 years

Personal Development Awards Framework

Awards and awards descriptors	**CATS points**	**FHEQ Level**	**ECTS credits**	**Maximum period of registration**
Certificate in Professional Development Entry requirement of work experience at supervisory level	45 credits at level 4	4	22.5	3 years

Awards and awards descriptors	**CATS points**	**FHEQ Level**	**ECTS credits**	**Maximum period of registration**
Intermediate Diploma in Professional Development Entry requirement of work experience equivalent to higher technician or junior management	45 credits at level 5	5	22.5	3 years
Diploma in Professional Development Entry requirement of work experience equivalent to middle management	45 credits at level 6	6	22.5	3 years
Advanced Diploma in Professional Development Entry requirement of work experience equivalent to experienced middle management	40 credits at Masters level	7	20	3 years
Certificate of Achievement Demonstrating basic skills-related proficiency in a particular subject e.g. Certificate of Proficiency in Languages – proficiency in a non-native language, leading to an award at 5 recognised stages	15 credits		15	2 years
Advanced Certificate of Achievement Providing basic skills-related proficiency in a particular subject	30 credits gained from two consecutively graded stages		30	3 years

Introduction

1 These regulations provide a structured yet flexible framework for personal and professional development courses and career advancement. The framework has been designed to allow progression through awards levels in addition to direct entry to a particular level.

Non-award bearing courses

2 The University offers two categories of non-award bearing courses, distinguished by the volume of learning. Those which are smaller than a standard module (one credit denotes 10 learning hours) are designed and validated at School level. Those which are of at least the size of one standard module are approved by the University's normal validation procedures, organised and, where appropriate assessed, in line with the University's systems and arrangements in place for managing the quality and standards of taught provision. Students may, where appropriate, use these courses as a progression route towards study on an award-bearing professional and personal development course.

3 Non-award bearing courses shall be governed by regulations specific to each course.

Course specific regulations shall specify the following minimum requirements:

- Name of the course;
- Operating School;
- Admissions criteria;
- Aims and learning outcomes;

- Learning hours and mode(s)of study;
- Level of study and credit, where appropriate;
- Arrangements for assessment where appropriate, including pass mark and reassessment opportunities;
- Completion criteria;
- Credit-relationship and progression routes to other courses within the personal and professional regulatory framework, where appropriate;
- Evidence of compliance with the University's diversity and equality policies.

Award bearing courses

4 Award bearing personal and professional development courses shall be governed by the regulations which follow.

Admission to a professional and personal development course

5 Applications shall be considered in line with the University's generic principles for admissions (see Section 2.2). Course specific regulations shall specify minimum entry requirements.

Course structure

6 The nature of delivery of courses within this framework shall be determined via the University's systems and arrangements in place for managing the quality and standards of taught provision.

7 Each level 3, 4, 5 and 6 module of study shall be worth either 30 (equivalent to 30 ECTS credits) or credits 15 credits (equivalent to 7.5 ECTS credits); one credit shall denote 10 learning hours. Each Masters level module shall normally be worth 20 credits (equivalent to 10 ECTS credits), denoting 200 learning hours. 30 credit modules shall normally be delivered over the full 30 week teaching year. The course specification shall specify how each module will be delivered.

8 The course specification shall outline the modules required to be taken and passed for the award to be conferred.

9 Students shall normally be required to take and pass all the required modules.

10 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 10.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to, unless otherwise specified, two thirds of the volume of the intended award. In order to comply with visa requirements, APL credit for International students shall only be awarded for one module or a full semester. A student may be awarded a mixture of APCL and APEL credit.

Progression routes

11 Course specific regulations shall specify progression routes to associated courses outside this framework, where available.

12 Students who have achieved a named award within the framework shall be eligible to progress to the next level of that named award, if one is available.

Modes of study

13 Course specific regulations shall specify the modes of study available and shall have regard to Section 3.1 Regulations 33-35 (Undergraduate) Section 4.1 Regulations 13-14 (Postgraduate).

Approval of programmes of study

14 Each student shall have a programme of study, listing the modules to be studied on that programme in each semester. The authorised programme approver shall approve a student's programme of study in line with the overall aims of the course, principles of academic coherence and the learning outcomes of the course for which the student is registered.

15 Students may only attend and be assessed in those modules included in their approved programme of study.

16 Programmes of study shall normally be finalised before the start of the semester.

17 A student wishing to withdraw from a module for which he or she is registered must submit a written request to the Director of Student Journey (or nominee) no later than the end of the second week of their period of enrolment. Such requests must be agreed in writing by the Director of Student Journey (or nominee). Subject to the Director of Student Journey (or nominee)'s consent, the student shall be deemed not to have taken the module and their record will be updated accordingly. Where this results in the student no longer meeting the criteria for full time study, their mode of attendance will be formally amended to part-time by the University. A student who the University deems still to be studying on a full time basis will continue to pay the appropriate full time fee. A student who the University deems to be studying on a part time basis will receive a refund of the tuition fees paid for the module(s), as appropriate. At the start of each teaching period a student shall be permitted to substitute a module with the approval of her/his Course Leader subject to the overall module credit being unchanged (See also Section 2 of the General Student Regulations, regulations 5.17 to 5.20).

Assessment

18 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).

19 Each student shall be offered an opportunity to be assessed in each module in his/her approved programme of study.

20 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.

21 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).

22 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Should an item of assessed work not be submitted a mark of zero will be recorded for that item. Where an error in the

computation of an assessment result or final award has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.

23 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all level 3, 4, 5 and 6 modules shall be 40%. The pass mark for all Masters level modules shall be 50%.

24 Feedback to students shall be reported in percentage marks, with the proviso that such marks are provisional and subject to change, if given before confirmation of marks by the Assessment Board.

First Assessments

25 An overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 22 above). A student shall be awarded a pass in the module where they have achieved an overall pass mark, and have additionally passed any items of assessed work required by the Module Specification.

Reassessment and retaking

26 A student who, for a first assessment, has failed a component of assessment (as set down in the Module Specification) for a module shall:

26.1 be expected to undertake reassessment in the component concerned, if the module has been failed overall; *or*

26.2 be invited to undertake reassessment in the failed component (whether attempted or not attempted at the first assessment opportunity) concerned, where the module has achieved an overall pass mark. In such circumstances, the reassessment must be taken during the summer resit period following the academic session in which the module was taken (unless a valid claim for mitigating circumstances precludes this). A student eligible to graduate should notify the University of their intention to undertake reassessment in the failed component and, by doing so, defer the date of the conferral of their award. If a student does not undertake reassessment during the summer resit period following the academic session, the original mark shall stand, with no further opportunity to undertake reassessment in the failed component.

27 Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task.

28 A student shall not be entitled to be reassessed in any component of assessment for which a passing mark has been awarded.

29 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.

30 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken. Exceptionally a Subject Standards Board may propose to the Director of Student Journey (or nominee) that the reassessment of a component of an undergraduate year-long module, initially assessed during the first term of the module, be additionally offered within the 30 week teaching period. A student who undertakes such a reassessment will have their mark capped at a bare pass for the component (40%) and will have no further assessment opportunity in that component during the summer resit period.

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31 If a component is passed following reassessment, the component mark shall be capped at a bare pass (i.e. 40% for undergraduate modules and 50% for postgraduate courses). Following the completion of all available reassessments a revised overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 22 above), with the higher mark from the initial and/or reassessment contributing according to its weighting in the Module Specification. If a component is passed following reassessment, the contributing mark shall be capped at a bare pass (i.e. 40% or pass grade for undergraduate modules and 50% for postgraduate modules), except in cases where such capping leads to a failing mark for the module where the uncapped marks would lead to a pass, the module shall be recorded as passed with a capped mark of 40% for undergraduate modules and 50% for postgraduate modules, except where a requirement to pass specific components precludes this.

32 Course specific regulations shall specify any further opportunities for reassessment or retaking a module which may be permitted. A student whose enrolment is subject to the provisions of Tier 4 Student Visa and who is required to undertake reassessment in a second registration of a module where this is permissible in the Course Specific Regulations, may be required to take that final reassessment opportunity outside of the UK.

Responsibilities of students (including coursework submission and attendance at examinations)

33 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.

34 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories. Coursework should be submitted by the published deadline. Exceptionally, a student unable, for good reason, to submit a coursework first assessment may request an extension of up to five working days. Such requests shall normally be made in advance of the deadline. Where such an extension is approved and the work is submitted by the extended deadline provided, the work shall be marked as if it were submitted on time by the original due date.

35 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or for non-submission of an item of assessed work, to submit a claim for mitigating circumstances[1] in accordance with the criteria and procedures for such claims (see Section 10.3).

36 It shall be the responsibility of students who believe their academic performance in an examination was significantly impaired by mitigating circumstances[1], to submit to submit a claim for mitigating circumstances in accordance with the criteria and procedures for such claims (see Section 10.3).

37 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances[1], to submit an appeal to the Student Casework Office within ten working days of results being

[1] A student may have a mitigating circumstances/academic performance claim accepted normally on one occasion only for a particular item of assessed work.

published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).

38 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

Minimum criteria for awards

39 Awards shall be conferred by Awards Boards providing the student has achieved the learning outcomes of the course, as demonstrated by passing the required modules.

40 A Certificate in Professional Development in a named subject shall be awarded to a student who has undertaken the assessment for the required modules equivalent to 45 credits at Certificate level and achieved passing marks in all these modules.

41 An Intermediate Diploma in Professional Development in a named subject shall be awarded to a student who has undertaken the assessment for the required modules equivalent to 45 credits at level 5 and achieved passing marks in all these modules.

42 A Diploma in Professional Development in a named subject shall be awarded to a student who has undertaken the assessment for the required modules equivalent to 45 credits at Honours level and achieved passing marks in all these modules.

43 An Advanced Diploma in Professional Development in a named subject shall be awarded to a student who has undertaken the assessment for the required modules equivalent to 40 credits at Postgraduate level and achieved passing marks in all these modules.

6.2 Regulations for Graduate Certificate and Graduate Diploma

Introduction

1 The University's Graduate Certificate and Graduate Diploma courses are designed to prepare students for progression to Masters level work or equivalent professional work. Courses may equip students already in possession of a first degree with knowledge and skills in a different subject area to that of their first degree, or refresh or improve knowledge and skills gained from an earlier first degree in the same subject area. Courses may also enable students with appropriate professional experience and/or qualifications who do not have a first degree to progress to a Masters course.

2 Graduate Certificate and Graduate Diploma courses are awards conferred at undergraduate level (see Regulation 6 below).

Course structure

3 All Graduate Certificate and Graduate Diploma courses shall be based on a teaching year comprising an autumn and a spring semester of 15 weeks each and, where appropriate, a summer studies period.

4 Each module of study shall be worth 15 credits (equivalent to 7.5 ECTS credits), denoting 150 learning hours. Modules shall normally be delivered in a single semester.

5 Double modules, worth 30 credits, may be delivered in a single semester or over two consecutive semesters. Double modules shall contribute proportionately in the calculation of a student's overall mark. Within these regulations the word 'module' refers to a 15 credit module unless otherwise stated.

6 Each module (of any size) shall be ascribed to level 4, 5 or 6.

Accreditation of Prior Learning (APL)

7 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 10.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to a maximum 50% of the volume of the intended award. In order to comply with visa requirements, APL credit for International students shall only be awarded for one module or a full semester. A student may be awarded a mixture of APCL and APEL credit.

8 A student may claim APL credit for up to 30 credits towards a Graduate Certificate or 60 credits towards a Graduate Diploma. Students must achieve at least half of the learning towards an award while enrolled on a course leading to that award of this University.

Module Registrations

9 Unless course specific regulations specify a lower number, the maximum number of modules for which a student may be permitted to register shall be 6 for a Graduate Certificate and 12 for a Graduate Diploma.

9a Once a student has met the requirements for their intended award they shall not be eligible to register for any additional modules. A student may only decline an award to enable them to undertake any outstanding eligible first assessments/reassessments.

Modes of study

10 Students shall be able to study full-time, part-time, during the day and/or the evening or by distance learning as stated in the relevant course specification.

11 A full-time programme of study shall normally comprise 4 modules in a semester. A part-time programme of study shall be one comprising no more than 6 modules in an academic year and no more than 3 modules in a semester.

Approval of programmes of study

12 Each student shall have an approved programme of study, listing the modules to be studied in each semester. Students may only attend and be assessed in those modules included in their approved programme of study. Programmes of study shall normally be finalised before the start of the semester.

Assessment

13 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).

14 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.

15 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.

16 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).

17 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted a mark of zero will be recorded for that item. Where an error in the computation of an assessment result or final award has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.

18 Course specific regulations may specify that a module which is central to the achievement of course aims and learning outcomes, must be passed.

19 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 40%.

20 If a student has taken a module but has not completed[1] it, no credit shall be awarded for that module nor shall the module count towards the achievement of any award. Such modules shall however be counted towards the total permitted number of module registrations (see Regulation 9 above).

21 Feedback to students shall be reported in percentage marks, with the proviso that such marks are provisional and subject to change, if given before confirmation of marks by the Assessment Board.

Responsibilities of students (including coursework submission and attendance at examinations)

22 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.

23 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories. Coursework should be submitted by the published deadline. Exceptionally, a student unable, for good reason, to submit a coursework first assessment may request an extension of up to five working days. Such requests shall normally be made in advance of the deadline. Where such an extension is approved and the work is submitted by the extended deadline provided, the work shall be marked as if it were submitted on time by the original due date.

24 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or for non-submission of an item of assessed work, to submit a claim for mitigating circumstances[2] in accordance with the criteria and procedures for such claims (see Section 10.3).

25 It shall be the responsibility of students who believe their academic performance in an examination was significantly impaired by mitigating circumstances, to submit to submit a claim for mitigating circumstances[2] in accordance with the criteria and procedures for such claims (see Section 10.3).

26 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances[2], to submit an appeal to the Student Casework Office within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).

27 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student

[1] An undergraduate module is deemed to be completed where the student has passed the module on aggregate or has obtained a mark of at least 25% in the module.

[2] A student may have a mitigating circumstances/academic performance claim accepted normally on one occasion only for a particular item of assessed work.

Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

First Assessments

28 An overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 17 above). A student shall be awarded a pass in the module where they have achieved an overall pass mark, and have additionally passed any items of assessed work required by the Module Specification.

Reassessment and retaking

29 A student who, for a first assessment, has failed a component of assessment (as set down in the Module Specification) for a module shall:

29.1 be expected to undertake reassessment in the component concerned, if the module has been failed overall; *or*

29.2 be invited to undertake reassessment in the failed component (whether attempted or not attempted at the first assessment opportunity) concerned, where the module has achieved an overall pass mark. In such circumstances, the reassessment must be taken during the summer resit period following the academic session in which the module was taken (unless a valid claim for mitigating circumstances precludes this). A student eligible to graduate should notify the University of their intention to undertake reassessment in the failed component and, by doing so, defer the date of the conferral of their award. If a student does not undertake reassessment during the summer resit period following the academic session, the original mark shall stand, with no further opportunity to undertake reassessment in the failed component.

30 Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task.

31 A student shall not be entitled to be reassessed in any component of assessment for which a passing mark has been awarded.

32 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.

33 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken.

34 If a component is passed following reassessment, the component mark shall be capped at a bare pass (i.e. 40% for undergraduate modules).

35 Where a student has a further (re)assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year, regardless of whether it is a first assessment or reassessment.

36 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 9 above and of the course specific regulations. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of

assessed work, including any which he or she may previously have passed. A student enrolled under the conditions of a Tier 4 Student Visa and who is required to undertake reassessment in a second registration of a module, may be required to take that final reassessment opportunity outside of the UK.

Minimum criteria for awards

38 A Graduate Certificate shall be awarded to a student who has:

- completed modules equivalent to 60 credits, including no fewer than 30 at Honours level *and*
- passed modules equivalent to at least 45 credits (3 modules).

39 A Graduate Diploma shall be awarded to a student who has:

- completed modules equivalent to 120 credits, including no fewer than 60 at Honours level *and*
- passed modules equivalent to at least 105 credits (7 modules).

6.3 Regulations for the Open Language Programme

Introduction

1 The aim of the Open Language Programme is to offer students access to language learning which is certificated. Regulations concerning language learning as part of a Bachelor's degree are included within the Regulations for the undergraduate scheme (Section 3.1 and 3.2). These regulations cover language learning taken in addition to, or independently of, other courses on which students are enrolled.

2 The Open Language Programme is designed to enable students to acquire, develop and use a language across the four receptive and productive skills (reading, writing, speaking and understanding) to a high level of accuracy and fluency.

3 Students are not permitted to register for a lower stage in any OLP module if they have passed a higher stage in the same language.

4 Native speakers of English or students with mother tongue competence in any of the Open Language Programme target languages may not normally enrol on the Open Language Programme to study modules in that language.

Course structure

5 Language learning provision offered under the Open Language Programme shall be graded according to stages:

Academic English and Business English	Other languages
Stage 4 Stage 5 Stage 6	Stage 1 Stage 2 Stage 3 Stage 4

6 Each 15 credit stage of study shall be equivalent to 7.5 ECTS credits denoting 150 learning and teaching hours. Each 30 credit stage or intensive courses shall be equivalent to 15.0 ECTS credits denoting 300 learning and teaching hours

7 Students may not claim APL credit for any part of an Open Language Programme award.

Admission to the Open Language Programme

8 On the basis of evidence provided by applicants as to the current level of their knowledge and skills in a particular language the authorised admitting officer shall determine which stage and level within the stage students shall initially be admitted to.

Assessment

9 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).

10 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.

11 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.

12 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).

13 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted a mark of zero will be recorded for that item.

14 Where an error in the computation of an assessment result or final awards has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.

15 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 40%.

16 If a student has taken a module but has not completed[41] it, no credit shall be awarded for that module nor shall the module count towards the achievement of any award.

17 Where appropriate conversions to ECTS grades shall be used as specified in the Regulations for undergraduate assessment (Section 3.2 Regulation 9).

18 Feedback to students shall be reported in percentage marks, with the proviso that such marks are provisional and subject to change, if given before confirmation of marks by the Assessment Board.

Responsibilities of students (including coursework submission and attendance at examinations)

19 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.

20 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of each category. Coursework should be submitted by the published deadline. Exceptionally, a student unable, for good reason, to submit a coursework first assessment may request an extension of up to five working days. Such requests shall normally be made in advance of the deadline. Where such an extension is approved and the work is submitted by the extended deadline provided, the work shall be marked as if it were submitted on time by the original due date.

21 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or for non-submission of an item of assessed work, to submit a claim for

[1] An undergraduate module is deemed to be completed where the student has passed the module on aggregate or has obtained a mark of at least 25% in the module.

mitigating circumstances[2] in accordance with the criteria and procedures for such claims (see Section 10.3).

22 It shall be the responsibility of students who believe their academic performance in an examination was significantly impaired by mitigating circumstances[2], to submit to submit a claim for mitigating circumstances in accordance with the criteria and procedures for such claims (see Section 10.3).

23 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances[2], to submit an appeal to the Student Casework Office within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).

24 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10. 5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

First Assessments

25 An overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 13 above). A student shall be awarded a pass in the module where they have achieved an overall pass mark, and have additionally passed any items of assessed work required by the Module Specification.

Reassessment and retaking

26 A student who, for a first assessment, has failed a component of assessment (as set down in the Module Specification) for a module shall:

26.1 be expected to undertake reassessment in the component concerned, if the module has been failed overall; *or*

26.2 be invited to undertake reassessment in the failed component (whether attempted or not attempted at the first assessment opportunity) concerned, where the module has achieved an overall pass mark. In such circumstances, the reassessment must be taken during the summer resit period following the academic session in which the module was taken (unless a valid claim for mitigating circumstances precludes this). A student eligible to graduate should notify the University of their intention to undertake reassessment in the failed component and, by doing so, defer the date of the conferral of their award. If a student does not undertake reassessment during the summer resit period following the academic session, the original mark shall stand, with no further opportunity to undertake reassessment in the failed component.

[2] A student may have a mitigating circumstances/academic performance claim accepted normally on one occasion only for a particular item of assessed work.

27 Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task.

28 A student shall not be entitled to be reassessed in any component of assessment for which a passing mark has been awarded.

29 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.

30 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken.

31 Following the completion of all available reassessments a revised overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 5 above), with the higher mark from the initial and/or reassessment contributing according to its weighting in the Module Specification. If a component is passed following reassessment, the contributing mark shall be capped at a bare pass (i.e. 40% or pass grade for undergraduate modules), except in cases where such capping leads to a failing mark for the module where the uncapped marks would lead to a pass, the module shall be recorded as passed with a capped mark of 40%, except where a requirement to pass specific components precludes this.

32 Where a student has a further assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year, regardless of whether it is a first assessment or reassessment.. Exceptionally a Subject Standards Board may propose to the Director of Student Journey (or nominee) that the reassessment of a component of a year-long module, initially assessed during the first term of the module, be additionally offered within the 30 week teaching period. A student who undertakes such a reassessment will have their mark capped at a bare pass for the component (40%) and will have no further assessment opportunity in that component during the summer resit period.

33 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion. A student who retakes a module is required to re-enrol for the module, pay the tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.

Minimum criteria for the Certificate of Achievement in Languages

34 A Certificate of Achievement in Languages shall be awarded to a student who has passed one graded stage (15 credits) in a named language. The name of the language studied or the title of the module preceded by the stage achieved shall be appended in brackets to the award title.

Minimum criteria for the Advanced Certificate of Achievement

35 An Advanced Certificate of Achievement in a named language shall be awarded to a student enrolled on the Open Language Programme who has completed two consecutively graded stages (30 credits) of 30 credits for intensive courses in a single language other than English.

36 An Advanced Certificate of Achievement in Academic or Business English shall be awarded to a student enrolled on the Open Language Programme who has completed two consecutively graded stages (30 credits) or 30 credits for intensive courses in Academic or Business English. The Advanced Certificate of Achievement is not awarded for ‘English for

Work and Study'. The name of the language studied (or Academic or Business English) shall be appended to the award title.

Section 7 - Honorary degrees Awards framework

Please note that regulations governing the award of honorary degrees are now contained in the University's Board Regulations, which can be accessed at:
http://www.londonmet.ac.uk/about/corporate-governance/regulations-and-scheme-of-delegation/

Section 8 - Regulations on assessment and certification

8.1 Regulations on assessment and Assessment Boards

Purposes of assessment

1 Assessment is designed to determine whether students have achieved the learning outcomes and aims of the modules and courses that they undertake. The University has adopted principles to encourage the design of appropriate assessment instruments and tasks and these are outlined in the University Assessment Framework. Operational matters are covered in the Guide to Assessment Processes and other communications produced by the Student Journey.

Delegation of degree awarding powers

2 Degree awarding powers are vested in the Board of Governors of the University. The Board of Governors has delegated its authority to Academic Board in respect of awards made to individual students.

3 Academic Board has delegated to the University Awards Board (see below Terms of Reference) acting on its behalf, the conferment of awards, such as degrees, diplomas and certificates on individual students, subject to the University's Regulations and course specific regulations.

4 The Director of Student Journey (or nominee), having consulted with the Heads of Schools shall recommend to the Chair of the University Awards Board the configuration of a tier of *Subject Standards Boards* (see below Terms of Reference) through which the assessment of individual modules is managed. Requests to alter the configuration of a Subject Standards Board should be made by the Head of the relevant School to the Student Journey, normally before the start of the session.

5 Following the approved nomination process for external examiners (as set down in the Taught Provision Manual), Academic Board has delegated the appointment, on its behalf, of all internal and external examiners for taught courses to the Pro Vice-Chancellor (Academic Outcomes) and delegated to the Awards Board sub-committee for Research Degrees the appointment of all internal and external examiners for research degrees. Heads of Schools are responsible for the nomination of Chairs and Vice-Chairs of Subject Standards Boards (and for reporting them to the Student Journey) and of Internal and External Examiners.

Principles for the assessment process

6 Heads of Schools and of all relevant professional service departments shall be accountable to Academic Board for the conduct of the assessment process as a whole. The assessment of students' performance shall be carried out fairly by duly appointed, competent and impartial internal examiners.

7 Awards Examiners shall be associated with the conferment of all Awards except honorary degrees. Their role, which is elaborated further in Regulations 24 to 29 below, is to ensure that justice is done to the individual student and that the standard of the University's Awards is confirmed.

Disability (see also Subject Standards Board Term of Reference 3.6 below)

8 The University shall take all reasonable steps to ensure that if a student is unable, through disability, to be assessed by the normal methods, alternative methods of assessment of the

learning outcomes shall be made available. Where an Internal Needs Assessment Report confirms that a student cannot be fairly assessed even with the provision of extra time and/or a modified environment, Chairs of Subject Standards Boards shall approve, following a recommendation from Student Journey and normally based upon on a proposal from a Module Leader, alternative assessment instruments. The Chair is responsible for ensuring that the modified instruments and tasks are appropriate bearing in mind the aims and learning outcomes of the module and/or course and the need to assess the student on equal terms with other students and will consult with the specialist disability advisors and Student Journey as necessary. For a continuing student, with an approved programme of study, such alternative instruments must normally be agreed no later than 8 weeks prior to the due date for the assessment, or the end of week four of the teaching period whichever is the later. For a student newly registered with Student Journey, or in the case of a modified Internal Needs Assessment Report, such alternative instruments shall be agreed as soon as practicable and where possible normally no later than 3 weeks prior to the due date for the assessment. The Chair of the Subject Standards Boards shall notify the Student Journey. Clear guidance on the nature of the task and associated times for (as appropriate) collection and completion or submission shall be provided within the documentation provided to the student. Where the alternative assessment replaces an examination, arrangements for providing the alternative assessment to the student shall be agreed by Student Journey and shall ensure that it is not provided before the scheduled start of the standard examination. A school may nominate a member of its senior staff to act on behalf of, or in conjunction with, Chairs of Subject Standards Boards in approving alternative assessment instruments and liaising with the Student Journey.

9 Further to 8 above, on application from specified members of Student Journey, the Director of Student Journey (or nominee) shall have discretion to approve special arrangements for the examination of any student which shall normally be held in a special examination environment (see Procedures covering the conduct of examinations (Section 10.2, Regulations 34-40).

10 Where exceptionally an Internal Needs Assessment Report confirms the need for modified coursework deadlines for a disabled student these shall normally be agreed at the start of each semester (or as early as practicable for a student whose Internal Needs Assessment Report becomes available after the start of the semester) and communicated to the Student Journey in advance of coursework being submitted. Modified deadlines will not normally extend later than two weeks beyond the end of the semester.

Reassessment rights

11 Scheme regulatory frameworks and course specific regulations shall make explicit the rights of students to one reassessment in the case of failure of a module.

Termination of a Student Registration on academic grounds

12 Where the Awards Board determines that under the relevant scheme regulatory framework or course specific regulations it is not possible and/or not likely that a student can successfully complete the course on which they are enrolled because of failure of modules, unsatisfactory standards of work or other academic reasons, their registration shall be terminated. Students shall have the right of appeal to the Student Casework Office (refer Section 10.8). The Progression Matrix (see Section 10.7) outlines scenarios in which a student may be considered for termination on academic grounds.

Information for students

13 Information for students shall be disseminated in a variety of media. The University shall make available to students the relevant parts of these Academic Regulations and publish the assessment scheme for each module in module specifications and module booklets.

On pre-determined dates, it shall also publish coursework submission deadlines and examination timetables. It shall be the responsibility of students to familiarise themselves with the details contained within this information.

Abnormal circumstances

14 The Vice-Chancellor shall determine an appropriate course of action if, in his judgement, abnormal circumstances prevail across the University which have prevented, or are likely to prevent, due process from taking place in respect of assessment processes or for decisions about progression or for the conferment of awards.

Examinations

15 Examinations for taught programmes shall normally take place at the end of the semester in which the module has been delivered; Procedures covering the conduct of examinations are approved by Academic Board (see Section 10.2) with which all staff and students shall comply.

16 There shall be a minimum of two invigilators in each examination room, and normally at least one invigilator for every 30 students overall. At least one invigilator shall be present in the examination room at all times when an examination is in progress. The responsibility for nominating staff to invigilate an examination lies with the Head of School (see Section 10.2).

17 The Director of Student Journey (or nominee) shall have overall responsibility, on behalf of Academic Board, for oversight and coordination of examinations (including special examinations proposed under Regulation 10, clash exams and those taken by students overseas), for interpretation of the regulations and procedures for examinations and for specifying the conditions under which examinations shall be conducted. A fee (administered by the Student Journey) will normally be charged where examinations are taken overseas.

18 An Examination Timetable shall be made available to students not less than three weeks prior to the beginning of the relevant examination period (including for reassessment examinations).

19 Subject Standards Boards shall have overall responsibility for finalising examination papers, including examination papers for reassessments which shall be finalised at the same time as the original examination paper (see Section 10.2). As part of the process of approving the examination papers at levels 5 and 6 and Masters Levels, the comments of External Examiners must be sought and given due weight.

The responsibilities and roles of external and internal examiners

20 Further to Regulations 6 and 7 above, the roles of the University's external and internal examiners(s) shall be, collectively, to ensure that the standard of the University's Awards is maintained, that the performance of students is assessed in relation to those standards and that justice is done to individual students.

External examiners – confirming academic standards

21 External examiners, who shall not be members of staff of the University, shall be appointed as Subject Standards Examiners for modules, or as Awards Examiners to sit on the University Awards Board and as External Examiners for research degrees (see Section 5.2 Regulation 78)

22 Subject Standards Examiners shall:

22.1 confirm that the assessment process is conducted in accordance with the University's Academic Regulations, the approved scheme regulatory frameworks, course specific regulations;

22.2 confirm that students have been assessed fairly and have been judged on whether they have achieved the aims and learning outcomes of the course as stated in the course specification and the University's general educational aims;

22.3 confirm that the range of marks given by internal examiners to students fairly reflects the standards of those students' performance, having regard to standards elsewhere in UK higher education.

In order to carry out those duties, they shall:

22.4 be consulted on proposed examination papers and coursework assignments, and be consulted on any proposed changes to the assessment scheme for the course; where issues of timing preclude changes to coursework assignments being made in response to external examiner comments the Module Leader will address them via the annual monitoring processes and specifically the Module Log.

22.5 see a sample of the students' work (see Regulation 37 below) where the marks awarded contribute to the classification of the intended awards. Items of coursework submitted up to and including the end of week nine of the semester will normally be returned to students for feedback purposes and will not, therefore, form part of any sample sent to the Subject Standards Examiner. Modules at Preparatory and Certificate levels will only be sampled by External Examiners where the outcome contributes to the classification of a student's intended award or where required by professional bodies.

22.6 supply comments to the Module Internal Examiner and the Subject Standards Board on the range of marks awarded after having undertaken external sampling;

22.7 affirm (normally by electronic correspondence) that the marks proposed by the Module Internal Examiner(s) are appropriate for confirmation and publication to students or recommend to the Chair of the Subject Standards Board that a remarking of some or all of the components of assessment be undertaken prior to the publication of marks. (It should be noted that Subject Standards Examiners are not authorised to request alteration to the marks of individual students).

22.8 attend annually one or more meetings at which student performance on modules is reviewed and academic standards monitored.

22.9 be consulted from time to time about any proposed changes to the approved scheme regulatory framework or course specific regulations which will directly affect students currently on the course (see Section 2.1 Regulation 49).

23 External examiners to research degrees shall:

in respect of research degrees, conduct *viva voce* examinations of students, to consider, and, as appropriate, confirm that the student has met the required standard for the award of the research degree (the full role of external examiners to research degrees is included in Section 5.2 Regulation 75);

24 Awards Examiners shall:

24.1 confirm that the conferment of awards has been reached in accordance with the University's Academic Regulations and that the process of conferment has been conducted in accordance with good practice in higher education;

24.2 attend Awards Board meetings at which decisions on the conferment of awards are made (see Regulation 53 below);

24.3 participate in the monitoring of academic standards and review of assessment policy.

25 Awards and Subject Standards Examiners shall:

report to the University as indicated in Regulations 43 to 48 below;

26 To carry out these responsibilities Subject Standards examiners and external examiners to research degrees shall be;

26.1 competent in assessing students' knowledge and skills at higher education or, where applicable, further education level;

26.2 expert in the field of study concerned and with an appropriate specialist level of expertise matched to the aims of the course or programme of research.

27 Awards Examiners shall be:

experienced in examining at subject level and also competent to take an overview of a course and/or scheme and/or broad quality assurance/quality enhancement matters.

28 All external examiners shall be:

28.1 impartial in judgement;

28.2 properly briefed on their role, the scheme, the course, the module and the University's requirements;

28.3 governed by the University's Academic Regulations;

28.4 paid a fee set by the University and recorded in a contract; for taught courses this is calculated in relation to the examiner's annual workload and is subject to the production of an annual report.

28.5 independent. To ensure this, external examiners shall not concurrently act as members of a panel established to review the course on which or the School in which they examine.

29 New Subject Standards and Awards examiners shall be inducted as soon as possible after appointment, preferably by visiting the University and meeting key staff in Faculties. The induction shall cover, as appropriate: key dates, the examiner's role in relation to the examining team as a whole, the course, the module, syllabuses and teaching methods, the learning outcomes and the assessment scheme and the scheme regulatory framework and course specific regulations.

Internal Examiners – marking students' work

30 Internal examiners shall be members of staff of the University appointed as examiners with responsibility for marking items of assessed work in which they themselves have

competence. They are members of the relevant Subject Standards Board and accountable to that board for the probity of the assessment process. They shall mark work on an objective, impartial basis, in line with clear marking criteria.

Anonymity

31 Other than in the case of research degrees, students' assessed work shall be anonymous when marked, except where the nature of the assignment or submission method prevents this.

Internal double-marking

32 The purpose of double-marking is:

- to perform a moderating role;
- to ensure consistency;
- to examine special cases;
- to give confidence to students that marking will be objective and impartial.

33 There shall be a Module Internal Examiner having overall responsibility for all assessment matters relating to a particular module. In the case of all courses, for each item of assessed work in the module, there shall be a minimum of two internal examiners of students' work one of whom may be the Module Internal Examiner.

34 The first internal examiner shall mark all work submitted. The second internal examiner shall mark at least 20% of the work submitted, subject to a minimum of 20 items (10 for postgraduate dissertations), or, if fewer, the total number of items submitted. At level 5 and 6, and Masters levels, the work shall be spread across all degree class bands and failing grades. At Certificate level, all work falling within the 35% to 45% range shall be second-marked. Where there is a team of internal examiners associated with a module, the Module Internal Examiner shall normally perform the moderating role.

35 The role of the second internal examiner is to check the use of marking criteria and exercise moderation over the marks across the group of students.

36 Internal examiners shall normally resolve disagreements on marks by discussion and reach a consensus. Where consensus is not reached, the Chair of the relevant Subject Standards Board shall advise upon an appropriate course of action to remedy the disagreement. For example, by the identification of a further internal examiner.

External sampling

37 Subject Standards Examiners appointed to modules at level 5 and 6 and Masters levels (and where applicable Preparatory and Certificate levels – refer 22.5 above) shall review a sample of students' work to enable them to carry out their full responsibilities specified in Regulation 22 above. Normally this will be a minimum of 20 items of assessed work for each module (or, if fewer, the total number of items of assessed work submitted). This shall be spread across the range of assessment tasks and all classification bands and failing grades. For postgraduate dissertations the normal sample size will be 10 items of assessed work. The sample shall normally exclude coursework submitted before teaching week 10 as this is returned to students within the semester/academic year for feedback purposes (refer to the University's Assessment Strategy).

Feedback to students

38 Feedback on all items of assessed coursework shall be given to students; feedback on examinations shall be made available upon request. In accordance with the Data Protection Acts 1984 and 1998 students have a right to see the comments of internal examiners on their performance. These include comments made on the item of assessed work itself or on cover sheets provided for the purpose of feedback. The latter method shall be used wherever possible. Feedback on marks shall normally be reported in percentage marks, with the

proviso that such marks are provisional and subject to change, if given before confirmation of marks by the Assessment Board.

The appointment of external examiners

39 New external examiners shall normally take up their appointments at an agreed date shortly before the date of the retirement of their predecessors. External examiners shall remain available until the last assessments with which they are to be associated in order to deal with any subsequent reviews of decisions.

40 Appointment dates for external examiners shall take account of the timing of assessed work in such a way that they may be fully involved in the assessment process. For taught courses, external examiners' normal term of office shall be one which allows the examiner to assess four successive groups of students, thus normally four years. Extensions of tenure may exceptionally be approved where good reason is provided.

41 External examiners shall not normally hold more than the equivalent of two substantial undergraduate appointments in the university sector as a whole at the same time.

Awards Examiners

42 A number of Awards Examiners shall be appointed to the University Awards Board. They shall have sufficient external examining experience to take an overview of the University's schemes and the courses within it and ensure that a consistent standard is maintained across subjects.

External Examiners' reports

43 Subject Standards Examiners shall report annually to the Vice-Chancellor on behalf of Academic Board on the conduct of the assessments just concluded and on issues related to assessment, including:

43.1 the standards of the overall performance of the students in relation to their peers on comparable courses or the standards that obtain in professional practice. Evidence shall be provided for the judgement made in this respect drawn from the examiner's views of the strengths and weaknesses of students; the quality of knowledge and skills (in relation to the University's general educational aims and scheme, course and module aims and learning outcomes) demonstrated by the students;

43.2 the structure, organisation, design and marking of all assessed work;

43.3 the quality of teaching as indicated by student performance;

43.4 lessons that can be drawn for the curriculum, syllabus, teaching and assessment methods and resources of the course;

43.5 the University's administration of the assessment process, and the quality of communications with the examiner;

43.6 any other recommendations arising from the assessment process.

44 Awards Examiners shall report on the conduct of conferment of awards and the standards that obtain across the course or scheme.

45 The purpose of external examiners' reports is to enable the Vice-Chancellor on behalf of Academic Board to judge whether the course complies with appropriate standards and is

meeting its stated aims and to arrange for any necessary improvements to be made, either immediately or at the next review as appropriate.

46 External examiners shall report direct to the Vice-Chancellor as Chair of the Academic Board if they are concerned about standards of assessment and performance, particularly where they consider that assessments are being conducted in a way that jeopardises either the fair treatment of individual students or the standard of the University's Awards.

47 External examiners shall report publicly as directed by the University.

48 External examiners' annual reports and the records of actions taken in response to them shall form part of the documentation used in the monitoring of taught provision.

Roles and functions of Assessment Boards

Subject Standards Boards

49 Subject Standards Boards, as provided by Regulation 4 above, and operating under Terms of Reference set out below, shall be responsible for setting and monitoring the standard of student achievement and the confirmation of marks for the assessment and reassessment of individual students at the level of the module. If made through due process, the academic judgements of Subject Standards Boards shall be final. Subject Standards Boards shall not normally be associated with programmes of research.

50 No other body shall confirm marks with the exception that the University Awards Board may do so where Subject Standards Examiners have agreed the marking standards of any sample submitted to them but a quorate sub-committee (see Regulation 57 below) of the Standards Board has for any reason been unable to meet. Where marks are the subject of an appeal against a decision of an Assessment Board (see Section 10.4), and that appeal is upheld, the action shall be progressed under the auspices of the Subject Standards Board.

51 Heads of Schools shall certify annually to Academic Board that appropriate standards obtain in the subject area.

The University Awards Board

52 The University Awards Board, as provided by Regulation 3 above, and operating under terms of reference below, shall confer awards for all taught provision of the University but excluding Research Degrees. Awards shall be conferred on the basis of the marks confirmed by Subject Standards Boards, which the Awards Board shall have no power to change. If made through due process, the academic judgements of the Awards Board shall be final. The Awards Board may exercise its academic judgement to confer awards in cases where a student has outstanding reassessment opportunities but there is no evidence to suggest that they can improve upon that award or its classification. A student may then decline that award in order to take their reassessment opportunities after which they will be issued with a new transcript once those outcomes are confirmed.

53 No other body shall confer awards of the University, with the exception of honorary degrees. Where a student's award is the subject of an appeal against the decision of an Assessment Board (see Section 10.4) and that appeal is upheld, the resulting award shall be conferred by the Awards Board.

54 Awards Examiners present when awards are conferred shall be invited to affirm that the decisions reached by the Board have been arrived at through due regulatory process. These decisions shall be formally recorded.

55 On any matter where the Awards Board cannot reach consensus, the Awards Board shall normally decide by majority vote. However, on matters of principle and at the request of Awards Examiners, the Chair may decide to refer the matter to the Academic Board.

55b The Awards Board shall confer an award on a student at the end of the semester in which they become eligible. The award may only be deferred if a student has outstanding reassessments whose outcome may affect the classification awarded.

All Assessment Boards

56 Chairs and members of the University Awards Board and Subject Standards Boards appointed in accordance with Regulation 5 above are accountable to Academic Board for the fulfilment of the terms of reference of the Awards Board and Subject Standards Boards (see below). All matters discussed at an Assessment Board in relation to individual students, the confirmation of marks or the conferment of awards are strictly confidential. No discussion of individual results with students or staff shall take place until results have been formally ratified and published.

57 Marks may be confirmed for publication through the authority of the Chair or Vice-Chair of the relevant Subject Standards Board, provided internal second marking has been carried out in accordance with these regulations and provided (for level 5 and 6 and Masters level modules) that External Examiners have reviewed a sample of student work and commented on the appropriateness of marking standards.

58 Arrangements for Assessment Boards for collaborative provision shall be consonant with the principles and processes described above. In particular all recommendations for awards shall be reported to the University Awards Board (or its Chair if the cycle of meetings requires this) for formal conferral. For operational reasons meetings to confirm results and those to review outcomes and monitor the course may be scheduled in a single session with External Examiners invited to attend; such variations will be set out in the Memorandum of Agreement and associated documentation.

Delegation of responsibility for assessment

59 A Subject Standards Board may delegate the tasks within its terms of reference to individual members and groups of members, subject to the requirement for confirmation of marks specified in Regulation 57 above.

60 The Awards Board, at the time when it meets to confer awards, shall agree explicit arrangements for delegating any outstanding decisions to its Chair and Vice-Chair/s. Decisions taken by the Chair shall be signed by him or her and shall be notified to the Awards Examiners at the Board's next full meeting.

Students and Assessment Boards

61 No student may be a member of an Awards Board or attend an examiners' meeting. If a person who is otherwise qualified to be an examiner for a course (for example as a member of academic staff or as an approved external examiner) is coincidentally enrolled as a student on another course either at the same institution or elsewhere, this shall not in itself disqualify that person from carrying out normal examining commitments.

62 If an internal or external examiner has a close family or other relationship with a student being examined by an Awards Board or Subject Standards Board of which the internal or external examiner is a member, he or she should discuss the matter with the relevant Head of School and, normally, take no part in the discussion of that particular student.

Secretary of Assessment Board

63 The Director of Student Journey (or nominee) shall ensure that arrangements are made to appoint a secretary to each Assessment Board and shall require the secretary to maintain accurate records of the Board's proceedings.

Appeals against decisions of Assessment Boards

64 The University has established Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4 below) which are available to students via the University's web pages.

65 The grounds on which an appeal shall be deemed valid are set out in the Procedures in Section 10.4. Disagreement with the academic judgement of a Subject Standards Board or an Awards Board shall not in itself constitute grounds for a student to request reconsideration.

Exceptional circumstances

66 In exceptional circumstances, such as evidence of a procedural defect affecting a significant number of marks or awards, the Vice-Chancellor shall require an Assessment Board to reconvene and reconsider its decision/s.

Grievances and complaints

67 In matters of grievance unrelated to assessment, students shall be referred to the University's Student Complaints Procedure and all students shall be given opportunities to take up legitimate concerns through the appropriate channels, such as their representatives on course committees, at an early stage.

Terms of reference for a Subject Standards Board

1 A Subject Standards Board is an Assessment Board for a clearly delineated group of modules which may contribute to one or more courses, responsible to the Academic Board. It shall operate within the University's Academic Regulations and Procedures and guidelines determined from time to time by the Academic Board. It is the responsibility of the appointed Chair to ensure the effective operation of these arrangements. An explicit scheme of delegation of tasks to individual members or groups of its members shall be published by Subject Standards Boards at the outset of each academic year and reports shall be made to the Boards when tasks are accomplished.

2 A Subject Standards Board shall have no power to confer awards on individual students. Rather, it is charged with setting and monitoring the academic standards of modules that contribute to the University's awards on behalf of Awards Boards and ensuring coordination of the assessment process of all modules on all courses in a particular subject area.

3 In the discharge of these duties, the Subject Standards Board shall be responsible for the following matters, normally on an annual basis:

3.1 Standards-setting: keep under review the assessment scheme and coursework arrangements of modules in accordance with published deadlines;

3.2 Standards-setting: approve examination papers and coursework assignments that form a major part of the assessment of a module; it may delegate to Internal Module Examiners the approval of individual coursework assignments where these are not the principal mode of assessment;

3.3 Standards-setting: approve detailed marking criteria which relate the marks given to the knowledge and skills demonstrated by the students;

3.4 Standards-setting: confirm marks of students provided by Internal Module Examiners, after a process of double-marking by internal examiners and sampling by Subject Standards Examiners. Subject Standards Boards are not permitted to adjust the marks of individual students; where issues relevant to the marking standards are identified by Subject Standards Examiners a re-mark of the work of all affected students will normally be appropriate. Where the marking standards of the initial assessments for a module have been approved by an Subject Standards Examiner through the scrutiny of a properly selected sample, marks for reassessments of the same component(s) may be published to students as confirmed without the requirement for an External Examiner to see an additional sample. (Refer also Regulation 57 above).

3.5 Standards-setting: oversee the standing arrangements to assess applicants' prior (experiential) learning and give APEL credit, determine the marks which can be carried forward from applicants' prior learning into their final results, in consultation with the APL Board, which itself can act as a Subject Standards Board;

3.6 Ensure that where alternative methods of assessment have been approved for disabled students assessment tasks are delivered in accordance with Internal Needs Assessment Reports and are an equivalent and comparable way of assessing the learning outcomes of the module.

Membership of a Subject Standards Board

1 The Chair, who shall not normally be a course leader, and Vice-Chair nominated by the Head of School and appointed by the Pro Vice-Chancellor (Academic Outcomes).

2 Internal Module Examiners (who are coordinating internal examiners for modules), nominated by the Head of School and appointed by the Pro Vice-Chancellor (Academic Outcomes).

3 All other internal examiners (those who have authority to assess students' work and award marks) nominated by the Head of School and appointed by the Pro Vice-Chancellor (Academic Outcomes).

4 Subject Standards Examiners duly appointed (see Section 8.1, Regulation 5).

Details of Chairs, Vice-Chairs and Internal Module Examiners will be communicated to the Director of Student Journey (or nominee) at the start of each academic session. Chairs and Vice-Chairs of Subject Standards Boards will be reported to the October meeting of the University Awards Board.

Terms of Reference of the University Awards Board

1 The University Awards Board is the senior Assessment Board for all the University's courses, responsible to the Academic Board and the Board of Governors for the conduct of student assessment in the University.

2 The University Awards Board has delegated power from the Board of Governors and Academic Board to:

- discharge the University's formal responsibilities to confer awards (both taught and research) on individual students;
- assure overarching academic standards and security of awards, endorsed by Awards Examiners;
- confirm the configuration of Subject Standards Boards and to receive reports from them;
- act directly in all matters pertaining to students for research degrees and cognate awards within the University.

3 The University Awards Board shall operate within the University's Academic Regulations and Procedures and guidelines determined from time to time by the Academic Board. It is the responsibility of the Chair to ensure the effective operation of these arrangements. If it cannot reach a consensus, the University Awards Board may decide by a majority vote on any matter within its terms of reference.

4 The University Awards Board shall report at least once a year to Academic Board and the Board of Governors. The University Awards Board may advise the Academic Board and the Board of Governors on any other matter which it considers to be relevant to the discharge of its terms of reference.

<u>Taught Provision</u>

5 In respect of the University's taught provision, the University Awards Board shall:

- On the basis of marks confirmed by Subject Standards Boards, confer awards on individual students in accordance with the relevant University Awards framework, scheme regulatory framework, or other relevant regulations. This shall include awards made under the Aegrotat procedures (refer Section 8.2, Regulation 18);
- Act as the senior Assessment Board for the University's taught courses, responsible for the conduct of student assessment in the University;
- Monitor academic standards;
- Make recommendations to the Academic Board on assessment policy matters having due regard to best practice in the sector and, quality enhancement in regard to the student experience;
- Confirm the configuration of Subject Standards Boards;
- Receive reports from Subject Standards Boards;
- Consider annual reports on progression;
- Audit the outcomes of assessment and report on the maintenance of academic standards. At least once a year, the Board shall conduct a systematic audit of the outcomes of assessments and make a report to Academic Board and the Board of Governors on the maintenance of academic standards as evidenced by key indicators around classification and the profiles of awards;
- Consider key indicators around classification and the profiles of awards;
- On the written recommendation of the Head of School or their nominee, authorise the termination of a student's status, if it is not possible for the student to achieve any award within the relevant regulations. Responsibility for considering requests from Faculties will normally be delegated to the Chair of the Awards Board.

Research Degrees and cognate awards

6 In respect of research degrees and cognate awards, the University Awards Board shall:

- Confer research degree awards on individual students in accordance with the relevant University Awards framework, scheme regulatory framework, or other relevant regulations. This shall include awards made under the Aegrotat procedures (refer Section 8.2, Regulation 18);
- Approval of the general arrangements under which the student's research is carried out, including arrangements for academic supervision and postgraduate study and the provision of adequate facilities to enable the student to conduct and complete the research programme in an efficient, safe and ethical manner;
- Ensure that Research degree Regulations are complied with;
- Ensure that the standard of awards is maintained. At least once a year, the Board shall conduct a systematic audit of the outcomes of assessments and make a report to Academic Board and the Board of Governors on the maintenance of academic standards.
- Make recommendations to the Academic Board on policy matters related to research degrees having due regard to best practice in the sector and, quality enhancement in regard to the student experience;

Sub-committees of the University Awards Board

7 The University Awards Board has delegated the following responsibilities to its sub-committees.

8 The Awards Board sub-committee for Research Degrees shall:

- Make research degree conferrals recommendations to the University Awards Board after auditing and sampling examiner recommendations to ensure due process;
- Appoint members to consider appeals for individual students;
- Exercise all other responsibilities for the registration, supervision, mode of study, transfer, suspension and extension of registration and resubmission and approve examination arrangements.

9 The Awards Board sub-committee for Research Degrees shall have oversight of:

- Enrolment/registration of students for MPhil, for MPhil with possibility of transfer to PhD, and for PhD direct or the research portion of professional doctorates (after successful completion of appropriate taught modules), on approved programmes of work under approved supervision;
- Admission of research degree students; and
- Transfer of registration from MPhil to PhD.

10 Arrangements for the Awards Board sub-committee for the Auditing of Taught Awards which meets four times each year shall be determined by the Chair in advance of the first meeting of the Awards Board in March each year.

Membership University Awards Board:

Ex-officio

- Pro Vice-Chancellor Academic Outcomes **(Chair)**
- Heads of Schools (one to be appointed as Vice-Chair)
- Director of Student Journey (Vice-Chair)

Appointed:

- Up to six Awards Examiners who shall be appointed by the Chair of the Awards Board

- One member of a School-based Research Progress Group (one year rotational), appointed by the Chair of the Awards Board

In attendance:

- Relevant representatives from Student Journey
-

Membership of the Awards Board sub-committee for the Auditing of Taught awards

- One University member of the Awards Board normally a Vice-Chair (appointed by the Chair of the Awards Board)
- Up to two Awards Examiners for each meeting

Membership of the Awards Board sub-committee for Research Degrees:
Ex-officio:

- A Head of School (not a Vice-Chair of the Awards Board), nominated by the Chair of the Awards Board
- Director of Student Journey (Vice-Chair)
- Chairs of School-based Research Student Progress Groups (and a named deputy)

Notes in respect of Awards Board sub-committee for Research Degrees membership:

- No person who is registered for a research degree at this University shall be a member of the Awards Board sub-committee for Research Degrees.
- A majority of members of the Awards Board sub-committee for Research Degrees shall have supervised two or more students to successful completion of PhD degrees; a substantial proportion shall have had experience of examining research degrees;
- There shall be clear evidence that all members have or are engaged in research activities leading to appropriate outputs; and;
- There shall be sufficient expertise represented on the Awards Board sub-committee for Research Degrees to ensure that each application can be dealt with appropriately.
- To enable it to seek specialist advice, both internally and externally, the sub-committee shall, as appropriate, invite to its meetings other persons whose expertise is considered valuable to the Committee in its deliberations.

The Director of Student Journey (or nominee) shall coordinate appropriate staff who shall act as secretaries to the Board and be in attendance to advise the Board and keep the record of meetings in accordance with procedures approved by Academic Board from time to time.

The majority of awards are conferred at one of the three annual meetings of the Awards Board, and at these meetings the quorum of the Awards Board is one third of the membership, including at least one Awards Examiner. All or any of the examiners may be part of the quorum and participate fully in a meeting of the Awards Board by means of a telephone or communication equipment which allows all persons participating in the meeting to hear each other. The quorum for the September meeting of the Awards Board Sub-Committee for the Auditing of Taught awards, which considers and confers awards largely arising from summer reassessments, shall comprise the membership specified above.

As provided by the Academic Regulations, any necessary delegation to the Chair shall be explicitly agreed at a quorate meeting and Chair's action shall be reported to the Board on a subsequent occasion.

8.2 Regulations for certification

Conferments

1 The relevant Awards Board shall be the conferring body, having delegated authority from Academic Board (see Section 8.1 above), with the exception of honorary degrees.

2 An Awards Board shall not confer an award on a person unless he or she has enrolled on a course (or programme for research degree students) and has followed an approved programme of studies leading to the award, or has fulfilled the regulations for the award of PhD by Prior Output or has been admitted to a course or programme with specific credit. The student shall also satisfy the Awards Board that, as demonstrated through formal assessment, he or she has fulfilled the aims and learning outcomes for that award.

3 The date of award, recorded on the certificate, shall be the date on which the Awards Board confers the award.

4 Section 6 regulation 5 of the General Student Regulations, states the conditions under which students' results shall not be confirmed by Subject Standards Boards or where marks previously awarded are cancelled.

Certification

5 Students shall be issued with a certificate as a record of the highest level of award conferred on them. Where a student's registration is terminated (see Section 2 regulation 5 of the General Student Regulations) or where the student has not declared his or her position and has not taken up the University's invitation to re-enrol or intermit three months after the start of a new semester, the University shall issue the student with a certificate recording the highest level of award conferred on him or her.

6 Certificates bearing the University's name shall be issued only on the authority of the Director of Student Journey (or nominee). They shall conform to the University's house-style as determined from time to time by the Vice-Chancellor and the Director of Student Journey (or nominee). Certificates bearing the University's name shall be issued only in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.

7 A Certificate issued in recognition of a University award in respect of a course offered at or partly at a partner institution, whether validated, franchised or jointly taught shall be accompanied by a transcript which bears the name of the partner institution and the words 'taught in association with (name of partner institution)'.

8 The formulation of the award title on a certificate shall depend on whether the subject/s is/are studied as a single subject or in combination. For the latter, the relative proportion of subjects studied in combination shall determine the title of the award, with the subject studied in the greater proportion being named first. Where subjects have been studied in equal proportion, the subjects shall appear on the certificate in alphabetical order, save that Combined Studies shall appear last.

9 Only one certificate will be issued for each award conferred. In the event of loss or damage to a certificate, a student may apply for a replacement on supply of a declaration as to what happened to the original, together with payment of a fee as determined from time to time by the Director of Student Journey (or nominee).

10 Certificates and Records of Achievement may be issued by or on behalf of other awarding bodies in respect of courses offered at the University leading to the awards of other bodies. The style of certificate or record of achievement shall follow the conventions of the awarding body.

11 Certificates shall be posted to the address recorded on the Student Record System as the permanent home address of the student in question. It is the responsibility of the student to ensure that the information is updated as and when appropriate. Any certificate that is returned by the postal services will be retained until the student contacts the appropriate office to request redelivery.

12 Where the University has refused to confer an award or refused to confirm the conferment of an award by issuing a certificate (see Section 6, regulation 5.1.5 of the General Student Regulations), any certificate will be retained. A certificate shall only be issued as in Regulation 6 above when all outstanding fees have been paid and all items of University equipment on loan returned.

Other forms of documentation certifying student achievement

13 Where a student has not completed the requirements for a full award, a Statement of Credit may be issued which shall certify a student's achievement of credits and shall state the credits gained at each particular level.

14 Other than through approved APL procedures, Statements of Credit may not be accumulated towards an award unless (a) the student is admitted to an approved programme of study or (b) the various modules represented by more than one Statements of Credit include all those required to be completed to fulfil the learning outcomes of a specific course leading to a University award, approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.

15 Statements of Completion and Statements of Attendance may be issued to students who attend short courses, in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.

16 Transcripts shall be issued to all students who have a conferred award.

17 Certificates of exceptional achievement shall be issued to students who demonstrate they have met criteria laid down by Academic Board.

Aegrotat awards

18 An Aegrotat may be awarded in respect of any taught course leading to a University award. An Aegrotat shall be awarded where a student has been certified as absent for valid reasons and is unable to complete the course, on the basis of sufficient evidence of the student's performance submitted to an Awards Board. The Aegrotat award is unclassified. In the case of an Aegrotat having been awarded in respect of a classified award, exceptionally a student may subsequently elect to undertake the assessment and qualify for a classified award.

Posthumous awards

19 Any award of the University may be conferred posthumously. The normal requirements of the award must be satisfied, except in the case of an Aegrotat award. The award certificate may be accepted on the student's behalf by an appropriate individual.

Summary of types of documentation certifying student achievement

Type of certificate	Definition	Contents
Award certificate	Certifies the achievement of a credit-rated award conferred by an Awards Board	Name of graduate, title and level of award, date of award, signed by the Vice-Chancellor, Chief Executive and Director of Student Journey (or nominee)
Statement of completion (short course)	Certifies successful completion of a short course in that assessment has been undertaken and passed	Name of participant, name of short course, signed by the Director of Student Journey (or nominee) and the Head of School where the course was delivered.
Statement of attendance	Certifies participation on a short course	Name of participant, name of short course, signed by the Director of Student Journey (or nominee) and the Head of School where the course was delivered.
Transcript/ Progress file/ European Diploma Supplement Statement of credit	Records the detail of modules studied, results achieved and credits given	Name of student, title and level of award, modules studied, results achieved by module, credits awarded, name of partner institution (if any), language of instruction (if other than English), signed by the Director of Student Journey (or nominee)
Certificate of exceptional achievement	Records the achievement of a student who gains exceptional results, within criteria determined by Academic Board	Name of student, title and level of award, nature of achievement, signed by the Director of Student Journey (or nominee)

Section 9 – Regulations governing responsibilities of students

Please note that the regulations governing the responsibilities of students (including enrolment, renewal and termination of enrolment and payment of fees) detailed in this section of the 2014/15 Academic Regulations have been replaced for 2016/17 by the General Student Regulations, which can be accessed at:

http://www.londonmet.ac.uk/regulations

Section 10 - Appendix of Associated Procedures

10.1 APL Procedures

Introduction

1 These Procedures should be read in conjunction with the University's APL Policy and Principles.

2 The accreditation of prior learning, or APL, is a means of recognising or assessing learning acquired in formal and informal settings and of giving credit for that learning against any award offered by the University, and at any level of award, taking account of the level descriptors set out in the University's awards frameworks

3 The University's APL Policy and Principles do not encompass entry with alternative qualifications and experience to the start of a course, that is entry without credit. This is covered by the University's Admissions Policy and Generic principles on Admissions (see Section 2.2). Authorised admitting officers shall adopt procedures consonant with these to assess applications for entry with alternative qualifications and experience.

4 APL Coordinators shall be appointed by Head of School to apply the approved procedures in these Academic Regulations and in the scheme regulatory frameworks or course specific regulations for giving credit to individual students and to ensure consistency and equity of decision-taking. There may be more than one APL Coordinator in each School.

5 The minimum and maximum amount of APL credit that may be given to an individual student is specified within each regulatory framework within these Academic regulations/course specific regulations.

6 Where prior learning is directly relevant to the aims and/or the learning outcomes of core and designate course modules, a volume and level of specific credit may be given against named modules. Where the subject is relevant but there is no direct module match, a volume and level of specific credit may be given towards a named award.

7 Where prior learning can be assessed in content and level but is not relevant to the subject matter of the named award, a volume and level of general credit may be given against the elective element of the award.

8 Where a significant amount of credit, such as credit for a whole level, is being considered, the University's level descriptors and relevant subject content and skills shall be the criteria for giving credit, rather than individual modules aims and/or learning outcomes. A significant amount of credit shall only be given when the University can provide or design for the student an appropriate subsequent programme of study which will allow the student to fulfil the overall aims and learning outcomes of an award.

9 APL credit shall be recorded on the transcript that shall accompany the student's award certificate.

10 On behalf of Academic Board, in accordance with approved procedures, external courses shall be credit-rated in relation to the University's Awards in response to requests from external organisations or from Faculties/professional service departments and outcomes reported to the University's Undergraduate/Postgraduate Committee.

11 The University shall normally charge a fee for the administration of APEL as detailed in the University's Fee Policy 1. Where fees are charged for APL administration and assessment students shall be notified in advance.

Accreditation (or credit transfer) of prior learning certificated learning (APCL)

12 The accreditation of prior certificated learning (APCL) may take place either on admission to a course or at any stage after enrolment.

13 Students shall submit original certification to the University in respect of any application for credit for prior certificated learning (APCL).

14 A School APL Coordinator or Recruitment Coordinator, shall have the authority to give APCL credit to individual students by completing a standard Credit Record Form. He or she shall also be responsible for making a judgement about the currency of certificated prior learning.

15 If a student has achieved APCL credit at a higher level than the level at which the student is studying or applying to study at the University, the credit may be given to the student against that award

16 If a student has achieved APCL credit within the University or on a compatible scheme or course which can be accepted towards a University award, marks may be carried forward into the classification of the student's final award. The student shall normally make such a request at the time of applying for credit. The Director of Student Journey (or nominee) shall approve the use of agreed conversion tables developed by Schools for the conversion of marks (additional to the University ECTS tables set down in the Academic Regulations). Where the scheme or course is not compatible, the student's final award shall be calculated on the modules studied in the University.

17 APCL credit cannot be used retrospectively to replace a taught module mark awarded by a London Metropolitan Subject Standards Board.

18 As provided in Section 2.2, Regulation 26, the University's systems and arrangements in place for managing the quality and standards of taught provision may determine that applicants with a particular qualification are to be admitted regularly with a standard amount of credit. Where such agreement is reached, the School APL Coordinator and/or the School Recruitment Coordinator shall report this to the Director of Marketing and External Relations and the University's Quality Enhancement Unit. In respect of international qualifications, consultation with the Director of the International Office is required prior to an agreement being reached.

Accreditation of prior experiential learning (APEL)

19 The accreditation of prior learning which is not certificated may take place either on admission to a course or at any stage after enrolment. An experience in any setting, such as paid or voluntary work or community activities, can provide appropriate learning opportunities for students. However, claims against language modules shall only be permitted for certificated and not experiential learning.

20 As provided under the APL Policy and Principles, the APEL Board, acting as a Subject Standards Board shall be responsible for overarching arrangements to assess APEL applications, recorded as appropriate in the course specific regulations. Membership of the APEL Board shall comprise of a Chair and Vice-Chair (nominated by the Pro Vice-Chancellor (Academic Outcomes)), all School APL Coordinators, representation (to include the Secretary) from the Student Journey, and an External Examiner,

21 The applicant or student shall be given an initial diagnostic interview with the APL Coordinator or nominee, the outcome of which shall record the credit applied for, the format and deadline of the assessment and any negotiated learning outcomes. This shall be recorded at the outset in an APEL Assessment Plan form. The individual applicant's prior

learning may be formally assessed either by requiring the applicant to take an appropriate form of assessment, which may include a written assignment, a viva, portfolio, performance, oral presentation or artefact. Attendance at APEL guidance sessions shall not in itself constitute such formal assessment.

22 Internal and external examiners shall be responsible for assessing whether or not the applicant has achieved the learning outcomes which will achieve APEL credit. The proposal shall be presented for decision to the APEL Board by the School APL Coordinator.

23 Second marking conventions and sampling conventions in these Regulations (Section 8.1) shall apply, with the rider that the APL Coordinator shall act as a one of the markers where the other marker has limited experience of the APEL process.

24 As a result of the assessment process in 22 above, APEL credit shall be given to a student who has achieved the requisite learning outcomes, on behalf of the APEL Board taking into account any relevant criteria recorded in the course specific regulations. If the assessment process warrants this the APEL Board may determine that the student shall carry forward a specific mark.

25 A student who fails to achieve the learning outcomes within an APEL assessment shall be permitted one reassessment. This shall not be counted against the overall number of registrations permitted in the undergraduate and postgraduate assessment Regulations (see Sections 3.1 Regulation 32 and Section 4.1 Regulation 14).

26 The Procedures for the submission of Appeals against decisions of Assessment Boards set down the grounds and process by which a student may appeal against a decision of the APEL Board (see Section 10.4).

10.2 Procedures covering the conduct of examinations

Introduction

1 Examinations are one of the principal summative assessment instruments employed by the university. These Procedures aim to ensure a secure environment for examinations and the fair treatment of all students taking them.

Methods of Assessment

2 The methods of assessment employed in a module relate to the learning objectives of the module and/or course on which students are registered. Standard nomenclature used within the University is given below.

Examination Types

3 Examinations are invigilated time-constrained assessments, which may be one or more of the following types:

3.1 ***Closed****:* students shall not bring into the examination room any notes or other supporting material, with the exception of instruments, such as calculators and drawing instruments, specified in the rubric on the standard-format first page of the question paper.

3.1.1 The use of bilingual translating dictionaries may be permitted in all examinations except where the rubric of the examination paper states otherwise, subject to the approval processes currently in place, which are communicated via the Student Journey's web pages.

3.1.2 Standard English-only dictionaries are not normally permitted, but where the nature of the particular examination paper makes them necessary, they shall be permitted if specified in the rubric.

3.1.3 Dictionaries containing encyclopedic information and any form of electronic dictionaries are never permitted. Dictionaries containing annotations other than the owner's name and contact details or containing inserted material are not permitted. Checks will be carried out by invigilators to ensure that dictionaries are free of annotations and insertions.

3.2 ***Restricted****:* students shall be permitted to make use of certain aids (for example, annotated texts) where these are specified in the rubric on the first page of the question paper**.**

3.3 ***Open:*** students shall be permitted to bring any materials, including their own notes into the examination room. In such examinations, which shall not normally be set in the same room as closed or restricted examinations, the words 'Open examination' or 'Open book' shall appear in the rubric on the first page of the question paper.

3.4 ***Prepared:*** students shall be issued with case study or similar material in advance of the examination, which they shall be permitted to bring (annotated) into the examination, to work on an unseen question paper.

3.5 ***Seen:*** students shall be issued with the examination paper in advance, but are required to take the assessment under time constrained, invigilated conditions.

3.6 ***Unseen***: students shall not be issued with the examination paper or any of the questions in advance.

3.7 ***Part-seen***: students shall not be issued with the examination paper in advance, but one or more (but not all) of the questions are issued in advance.

3.8 ***Practical:*** students shall be required to demonstrate practical skills under time-constrained conditions.

Notification to Students

4 A detailed examination timetable shall normally be published by the Student Journey at least three weeks before the date of the first examination. This may be subject to subsequent minor amendments. The examination timetable shall be published on the University web pages.

5 Each examination shall be scheduled only once in any examination period. Where an examination is offered in both the day and the evening, students should attend the examination corresponding to the mode in which they attended teaching. Modules taught in the evening will normally be examined in the evening while modules taught in the day will normally be examined in the day. Any variation to this pattern must be approved by the School and agreed by the Student Journey and should normally be communicated to students through Course and/or Module Handbooks and other relevant media at or before the start of the relevant semester.

6 It shall be a student's responsibility to inform himself or herself of the due time and place for each examination, and to present himself or herself for examination at the appropriate time.

Production of examination question papers

Responsibility for allocation of duties

7 The Head of School as senior manager of the School, shall be responsible for ensuring that staff have been nominated to undertake all the activities that lie within the School's remit. He or she shall

7.1 approve arrangements for the drafting of examination question papers

7.2 nominate members of staff to be responsible for setting the question papers

7.3 identify the internal examiners responsible for internal moderation, marking and second marking the completed scripts

7.4 ensure that relevant internal examiners, who are not invigilating the examination, shall be available at the start of each examination (see Regulation 54 below).

8 The Head of School shall notify the Director of Student Journey (or nominee) of the names of staff with responsibilities for the various activities at the start of each semester.

9 Subject Standard examiners shall be consulted on all examination question papers prior to the examination, except those at Certificate level and those at sub-degree level which are part of extended degree arrangements (see Section 8.1, Regulations 20 and 22.4). Together with examination papers external examiners shall also receive assessment criteria, marking schemes and/or specimen answers, prepared at the same time by the internal examiner(s).

10 A separate question paper shall be produced for each examination for a particular module which is not examined concurrently.

11 An examination paper for use during the summer studies/resit period should be set at the same time as the standard examination question paper where a paper requires external moderation to ensure:

- the two papers can be seen to be of a comparable standard;
- the pressures involved in producing and moderating examination papers over the summer are avoided;
- a reserve paper is available in case of emergencies, such as a breach in security.

Both the original paper and the resit (reserve) paper should be drafted so as to allow for possible substitution.

Contents of the Question Paper

12 Questions which have formed part of assessed coursework may not be set in an examination. Staff setting question papers must take care to provide an appropriate variety of questions over several successive papers, and where possible avoid repetition of identical questions even over a period of several years. Staff should also take care when using material that may be subject to copyright legislation, including appropriate referencing of source material.

Standard-format first page

13 The standard-format first page for question papers, published via the Student Journey's web pages, must be used for all examination papers. Date and start time may be left blank when the paper is provided to the Student Journey prior to the publication of the relevant period examination timetable, but all other sections must be completed. Care should be taken to specify the correct type of examination (see 3 above), especially where the type is other than 'closed' and 'unseen', and any materials supplied or permitted in the examination must be clearly specified.

14 The duration of the examination[1] is required. Reading time shall not be specified separately from the overall time allowed to students.

15 Clear instructions shall be provided as to the number of questions to be attempted by students, and whether the student has a free choice, or is required to answer some compulsory questions or to select from certain sections.

16 The maximum marks available for each question or part question shall be clearly indicated.

Preparation of examination materials

17 Arrangements for the drafting and approval of examination papers must allow sufficient time for the external examiners to perform their consultative role. Draft examination papers shall be typed, internally moderated and submitted to the appropriate external examiner not later than the specified date by the Student Journey. Once external examiners have commented, the final version of the paper shall be submitted to the Student Journey not later than the specified date. The date for submitting seen papers and other material that students need to see in advance may be earlier than the date for unseen papers, so that the seen material may be published to students in advance of the examination via the University's website. The specified dates for submission are published to academic staff via

[1] The length of examinations is determined as part of the University's processes of validation of modules and any amendment to the length of an examination is governed by the processes for changing assessment instruments detailed in the Taught Provision Manual.

the Student Journey's web pages. The Student Journey shall be responsible for reproduction of examination papers.

18 The relevant School shall be responsible for the production of other written materials to be provided for students in addition to question papers - e.g. lists of critical formulae, mathematical or other tables. Such materials shall be mentioned in the rubric of the question paper (see 13 above), and provided to the Student Journey so that they can be included in the package for the examination.

19 The package of question papers shall be stored securely in a room inaccessible to students.

20 The Student Journey shall produce examination answer books or, where applicable, answer book cover sheets for all examinations other than computer-based exams and practical exams not requiring documented answers.

Arrangements for written examinations

21 The Director of Student Journey (or nominee) shall have overall responsibility, on behalf of the Academic Board, for oversight and co-ordination of examinations within the University, for interpretation of the Regulations covering the conduct of examinations, and for specifying the conditions under which examinations are to be conducted (see Section 8.1, Regulation 16).

22 The arrangements for written examinations (examinations aside from practical examinations as defined in 3 above) shall be in accordance with the procedures detailed below, except where the Director of Student Journey (or nominee) has given specific written approval for an exception to be made. Such approval will normally only be given where the requirements of external examining bodies necessitate alternative provision.

23 Other than for seen examinations, examinations which involve the same question paper shall commence at the same time. This rule applies equally to courses delivered at the University's collaborative partner institutions, where the same examination may be taking place at different sites. Additional seen examinations involving the same question paper must commence within 48 hours of the first sitting published in the examination timetable.

24 Faculties have discretion to make their own arrangements for practical examinations within the framework and in line with the principles of these regulations. The relevant Head of School shall have overall responsibility for the conduct of practical examinations. However, all practical examinations and other time constrained assessments taking place during any of the three main examination periods shall be advised to the Student Journey along with confirmation of other exams required, so that they may be included in the examination timetable published to students on the website.

Physical arrangements for examinations

25 Responsibility for the physical arrangements for examinations lies with the Student Journey. These arrangements cover:

25.1 reservation of the appropriate accommodation;

25.2 setting up the accommodation to the required standards;

25.3 procedures to ensure that students are allocated to desks in a random order;

25.4 provision of information and materials to the invigilators responsible in each examination room.

Examination rooms

26 Where justified to achieve efficient use of space and invigilator resource, examinations of different durations may take place in the same room. In all cases co-located examinations shall start at the same time. Where examinations of different durations are taking place in the same room, the senior invigilator shall ensure that any changeover is handled so as to cause minimal disruption. Open examinations shall normally be held separately from closed and restricted examinations.

27 Students shall be seated at individual examination desks located at four foot centres, with an adequate area at the front of the examination room (and at the rear of the room, in the case of large halls) for the invigilators. It must be possible for an invigilator to approach any student, and for any student to leave the room without disturbing other students.

28 Each examination room shall have a working clock(s) visible to all students. A whiteboard or similar equipment shall be available so that any relevant information can be displayed to students throughout the examination.

29 Where two or more groups of students are being examined in the same room, a seating plan shall be provided, showing the area of the room allocated to each group.

Role of invigilators

30 Invigilators shall be responsible for the smooth running of the examinations in their charge, and for ensuring that the regulations and procedures covering the conduct of examinations are observed. They shall be fully conversant with these Procedures concerning their duties and with additional examination procedures and guidance published by the Student Journey via its web pages and in invigilators' packs.

31 There shall be a minimum of two invigilators in each examination room, and normally at least one invigilator for every 30 students overall. At least one invigilator shall be present in the examination room at all times when an examination is in progress.

32 One invigilator within each examination room shall be designated as Senior Invigilator and shall have overall responsibility for the conduct of the examination session, and for ensuring that both students and invigilators abide by these Procedures covering the conduct of examinations. The Head of the relevant School shall designate the Senior Invigilator for each examination. In cases where examinations from different Schools are held in the same room, the Director of Student Journey (or nominee) shall designate the overall Senior Invigilator for the room. The Director of Student Journey (or nominee) shall designate the Senior Invigilator for clash and special examination sessions (see 40 and 43 below).

Appointment of invigilators

33 The responsibility for nominating school staff to invigilate an examination lies with the Head of School. Normally, staff involved in teaching a particular module shall invigilate the relevant examination. Nominations shall be made by the specified date to the Student Journey, who shall co-ordinate the invigilation rota. Student Journey shall provide from a central pool of invigilators, sufficient invigilators to cover any shortfall.

Special examination arrangements

General principles

34 The Director of Student Journey (or nominee) shall have discretion to approve special arrangements for the examination of any student who, for reason of dyslexia, health or disability, whether temporary or permanent, is unable to sit the examination under normal conditions, or would be severely disadvantaged by so doing (see Section 8.1, Regulation 17). In considering such requests, the Director of Student Journey (or nominee) may make such consultations as s/he deems appropriate.

35 A request for special examination arrangements as a consequence of a student's Internal Needs Assessment Report shall be made in writing to the Student Journey, by the date published by the Student Journey. In exceptional cases including accident or emergency or cases requested by Student Journey, requests may be accepted at a later date and processed where possible.

36 Where the Director of Student Journey (or nominee) approves a request for special examination arrangements, the examination shall take place concurrently with the main examination, normally in a separate room to the rest of the cohort. The circumstances and facilities of the special examination are at the discretion of the Director of Student Journey (or nominee). Normal invigilation procedures shall apply, with the exception that where only one student is taking the examination in the room, only one invigilator is normally required.

37 The Student Journey shall appoint invigilators where special examination arrangements have been approved. If an amanuensis is required a suitably trained person shall be provided. If the amanuensis has worked closely with the student during his or her studies at the University or elsewhere he or she shall be accompanied by an additional invigilator.

38 In exceptional circumstances, and taking into account any requirements of the relevant professional or external body, a recommendation for a variation to the examination may be made (refer to Section 8.1 Regulation 8).

Alternative examination accommodation

39 Alternative examination accommodation is intended for students with either temporary or permanent disabilities, medical conditions, dyslexia, dyspraxia, other Specific Learning Difficulties, extreme examination anxiety or other psychological problems.

40 The Student Journey shall identify locations for special examinations, schedule special examination sittings and notify students of arrangements.

Examinations overseas

41 The taking of University examinations overseas will only be permitted with the written authority of the Director of Student Journey (or nominee). Examinations may only be taken in locations approved by the Director of Student Journey (or nominee) and examinations taken overseas shall be conducted in accordance with these Procedures. Practical examinations shall not be taken abroad.

42 Normally an administrative charge will be payable, in addition to charges made by the hosting institution, which will be payable by the student. All arrangements must be made in line with deadlines set by the Student Journey.

Examination clashes

43 While every effort is made to spread students' examinations it is possible that a student will be timetabled to sit two examinations concurrently (an examination clash). When this occurs the student shall be responsible for notifying the Student Journey, by the published deadline. The Student Journey shall then make arrangements for the student to sit both

examinations (normally morning and afternoon) and to be chaperoned for the intervening (lunch) period. Both examinations will normally be sat in a location separate to the main cohort, except where the nature of the assessment (e.g. a practical examination) makes this impossible.

44 A student taking examinations under clash arrangements shall remain under examination conditions from the start of the first examination to the end of their last examination save that he or she will be permitted to use books and notes to revise during the intervening (lunch) period. He or she must not communicate (by telephone or other means) with any other student outside the clash room and may only leave the room during the lunch period or other breaks if chaperoned. Any breach shall be reported as an allegation of academic misconduct (see Section 10.5 Procedures on Student Academic Misconduct).

45 A student shall not be permitted to leave the clash room until any examination for which he or she has seen the paper has been underway at the main location for at least 30 minutes.

Before the examination

46 The invigilators shall collect the materials required for the examination from the designated point and begin to lay out the materials in the examination room at least 30 minutes before the examination is due to commence. The materials shall include not only the question papers and blank answer books and supplementary answer books, but also attendance slips, any mathematical or other tables required, and tags (for students to tie together the various sections of their scripts).

47 The invigilators shall ensure that all preparations for the examination are concluded before students are permitted to enter the examination room. Under no circumstances shall students be permitted in any room, which has already been prepared for an examination, in the absence of an invigilator.

48 Students shall be admitted to the examination room five minutes before the scheduled start of the examination to allow them to find their seats and to check they that have all necessary writing aids, calculators or drawing instruments necessary for the examination. It is the responsibility of each student to ensure that he or she brings all such necessary equipment to the examination room. For larger examinations students should be admitted earlier, and where there is more than one examination scheduled in the room, students should be admitted in their examination groups.

49 Students should not bring valuable items into the examination room. If they do so it is at their own risk and the University is unable to accept responsibility for any item not used in completing the examination. Students shall leave briefcases, bags and coats in a place within the examination room designated by the Senior Invigilator. Instrument containers, purses, wallets or items allowed into the room and retained by students may be inspected by the invigilator, as may calculators and their cases where calculators are permitted for the examination. Such items, if not necessary for the examination, must be under students' seats, not on their desks. Students may not have mobile phones or other electronic devices on their person at any time during the examination, but these may be kept, switched off, not just to silent mode, beneath their seats.

50 Students may not make use of, or have in their possession, any book, manuscript, dictionary, calculator or other extraneous aid or materials which is not specifically permitted in the rubric of the examination paper.

51 A student shall display his or her ID card on his or her examination desk. A student who fails to display his or her ID card will be allowed to commence the examination. The Senior Invigilator shall record the details of any student without a valid ID card, who shall be

required to confirm his or her identity at the end of the examination and before leaving the examination room. The lack of ID card and the method of confirming identity shall be recorded in the answer book and in the Senior Invigilator's Report, and it is essential that the student's signature is on the fold down corner of the answer book cover.

The start of the examination

52 Before the examination starts, the Senior Invigilator shall remind students of the following:

52.1 they are now subject to the Procedures covering the conduct of examinations and should not communicate with any other student;

52.2 they should check that they have the correct examination paper, and should carefully read the rubric at the top of the paper;

52.3 they should read and comply with the instructions on the front of the answer books; use only the official stationery provided; write rough work in the answer books and then cross it through;

52.4 they must remain in their seats; if they wish to gain the attention of an invigilator, they should raise their hand;

52.5 they may only leave the room with the permission of an invigilator; they will not be permitted to leave the room during the first 30 minutes, or the final 15 minutes, of the examination;

52.6 they must not have in their possession any unauthorised materials or paper; any student in possession of, or using, unauthorised materials shall be subject to an allegation of academic misconduct (see Section 10.5 Procedures on Student Academic Misconduct);

52.7 they should first of all complete the attendance slips and ensure that their student number is entered clearly on their answer book; where answer books are provided with a fold down area they should write their name and provide their signature in this area and seal the flap.

A standard Senior Invigilator's Announcement is normally provided in the Invigilator's pack which summarises the key points, in which case the Senior Invigilator should read this out, and then supplement as necessary to cover additional points he or she considers will help students understand what is required of them and what is and is not permitted.

53 If for any reason the start of the examination is delayed the Senior Invigilator shall include details in the report to the Director of Student Journey (or nominee).

54 The internal examiner(s) shall normally be available in the main examination room for the first 30 minutes of the examination in the event of any question on the paper. (see 7.4 above). Clarification of any questions shall be limited to:

54.1 confirmation that there is no misprint, and the paper should read as it stands, or

54.2 notification that there is a misprint: in this case the revised version shall be immediately announced to all students, and also written up at the front of the examination room. If the paper is being sat in two or more rooms, the internal examiner shall alert the Student Journey, who will ensure that all students are notified of the same version of the correction as soon as possible, including any special examination and clash sittings.

55 Under no circumstances shall an invigilator, whether or not the internal examiner, attempt to elucidate or interpret the paper. Where a student believes there to be some error or ambiguity, the student shall be advised to note his/her interpretation at the beginning of the answer. Any query raised or correction made regarding the question paper shall be reported to the Student Journey and where material to the Chair of the Subject Standards Board by the Senior Invigilator using the Senior Invigilator report form.

Late candidates

56 Students who arrive up to 30 minutes after the start of the examination shall be admitted to the examination room. Late students shall not be permitted extra time. Students shall only be admitted to an examination room after the first 30 minutes by the Senior Invigilator provided no students have left the room.

During the examination

57 Invigilators shall concentrate on invigilation to the exclusion of all other tasks. During the examination they shall regularly and unobtrusively move their vantage point within the room.

58 Invigilators shall ensure that silence is maintained, that students do not communicate with each other, or use any unauthorised materials, manuscripts or other aids not permitted in the rubric of the question paper, and that no stationery other than the official answer books is used.

59 If an invigilator observes a student apparently contravening the Procedures covering the conduct of examinations, he or she shall immediately inform the Senior Invigilator. The student shall be informed that the incident will be reported and will be investigated in accordance with the Procedures on Student Academic Misconduct. The invigilator shall endorse the answer book with his or her initials, the date and time of the incident, and a brief description of the circumstances. The student shall then be permitted to proceed, using a new answer book. Any unauthorised materials shall be removed and retained until after the investigation of the allegation. The invigilator shall make a full written report of all the circumstances to the Student Casework Office. If the report is completed immediately at the end of the examination it should normally be returned with other necessary material to the question paper collection point, where it will be logged prior to being passed to the Student Casework Office. The report should be completed as soon as possible and normally within seven working days of the incident. The Senior Invigilator shall, in addition, note the circumstances on the Senior Invigilator report form. (See Section 10.5.8)

60 Shortly after the start of the examination, the invigilators shall collect attendance slips (both used and unused) for return to the Student Journey.

61 Students shall do all their work, including rough work, on the stationery provided. Work which is not intended to be assessed shall be clearly crossed through.

62 Students shall not communicate with any person other than an invigilator. A student wishing to attract the attention of an invigilator shall do so without causing a disturbance.

63 Any student who causes a disturbance in an examination room may be required to leave the room, and shall be reported to the Director of Student Journey (or nominee).

64 Students shall not leave their seats without the permission of an invigilator.

65 Students shall not smoke (including electronic cigarettes) or eat in an examination room. Students may drink, as long as the drink is clearly visible and does not require accessing a bag or coat.

66 The invigilators shall make every effort to ensure that students' requirements for fresh answer books, or requests to leave the examination room, are answered as quickly as possible without disturbance. A student who requires to leave the room during the course of the examination with the intention of returning, shall be accompanied by an invigilator or other authorised person.

67 If a student falls ill, or a similar emergency occurs, the Senior Invigilator shall take whatever immediate action is necessary, and provide full details to the Director of Student Journey (or nominee) using the Senior Invigilator's Report Form.

68 Students shall not normally be permitted to leave the examination room within the first 30 minutes or the last 15 minutes of an examination; if an invigilator permits a student to do so, on the basis of illness or other similar cause, a report shall be made to the Director of Student Journey (or nominee) using the Senior Invigilator's Report Form.

69 When a student who has completed the examination leaves the examination room before the scheduled end of the examination, his or her worked script shall be collected by the invigilator before the student leaves the room, and the time of departure marked upon it.

70 Invigilators shall remind students when one hour of the examination remains, and when 15 minutes remain.

The end of the examination

71 The examination shall end after the due period of time. The invigilators shall instruct students to stop writing and to remain quietly in their seats until all the scripts have been collected.

72 Students are responsible for ensuring that:

72.1 all their answer books and supplementary answer booklets are clearly labelled with their Student ID number and are firmly tied together;

72.2 all answers are clearly labelled with the number of the question;

72.3 all information required on the front of the examination answer book or cover sheet is given in full;

72.4 all completed answer books are handed to the invigilator; any script or part thereof not handed in at the end of the examination shall not normally be marked.

73 When the invigilators have collected the scripts, checking that each student has written his/her number on all answer booklets used, and that all sections of the script are securely fastened together, they shall dismiss the students from the examination room.

74 Students shall not be permitted to take any examination stationery, used or unused, out of the examination room other than the examination question paper, which may be removed at the discretion of the Senior Invigilator, except that students shall not normally be allowed to retain the question paper for reassessment examinations. Students taking examination stationery out of the examination room shall be subject to an allegation of academic misconduct (see section 10.5 Procedures on Student Academic Misconduct).

75 The worked scripts shall be delivered by hand or other secure means to the Student Journey. Internal examiners who wish to retain the scripts for immediate marking shall notify the Student Journey when collecting the examination materials or, where this is not possible immediately after the examination. Examination scripts must not be placed in the internal or external mail.

76 The Senior Invigilator shall complete the Senior Invigilator Report Form for the examination session, and ensure that Module Student Lists are annotated and Unregistered Student Lists are completed for each examination, to provide a record of all students attending. These items, together with the completed attendance slips, shall be returned promptly to the location advised by the Student Journey.

77 Before leaving the examination room, invigilators shall take particular care to check that no examination stationery, used or unused, has been left behind, and that all scripts have been collected. Unused stationery and attendance slips shall be returned by the invigilators at the end of the examination, to a secure location advised by the Student Journey.

Procedures in the event of emergencies

78 In the event of a fire alarm or other emergency requiring the evacuation of the examination room, the Senior Invigilator shall note the time the examination was interrupted, and shall instruct the students to cease writing, to leave all materials (including question papers and answer books) on their desks, to leave the room in an orderly fashion, and to assemble at the specified place. The Senior Invigilator shall be the last to leave the examination room and shall, as far as possible, leave the room secure. The invigilators shall remind students that the Procedures covering the conduct of examinations continue to apply for the duration of the suspension and that student may not communicate with any persons other than the invigilator(s). As soon as possible after the evacuation, the Senior Invigilator shall notify the Student Journey of the incident.

79 It is not possible to establish specific procedures as to whether an examination, which has been interrupted should be resumed. If the incident is of short duration, it may be feasible to continue as soon as the examination room is again available. If the incident is prolonged (a duration of more than 30 minutes), this is usually not practicable. To enable common standards to be applied, the Student Journey must be kept informed, and will provide guidance.

80 As soon as possible after the emergency, the Senior Invigilator shall re-enter the examination room, and shall take particular note whether any scripts or other documents appear to have been disturbed.

81 The Student Journey, following consultation with the Senior Invigilator, shall determine in light of the circumstances whether the examination shall be resumed after the incident, or whether the examination shall be abandoned. If the examination is resumed, the Senior Invigilator shall recommence the examination at the earliest possible moment, reminding students that a report of the incident will be made to the Subject Standards Board. Students shall have the balance of time due for the examination, plus 10 minutes in compensation for the disturbance.

82 If the examination is not to be resumed, the invigilators shall permit the students to resume their seats so that they can ensure their scripts are correctly labelled and separate answer books are tied together. The scripts shall then be collected in the usual manner.

83 Following the incident, the Senior Invigilator shall make a report in writing to the Director of Student Journey (or nominee) using the Senior Invigilator's Report Form. If the examination has been resumed, the scripts will be assessed in the usual way. If the examination has not

been resumed the scripts will be marked, and the marks presented to the Subject Standards Board, together with the report of the Senior Invigilator. A meeting of the Director of Student Journey (or nominee) and the Chair of the Subject Standards Board must be convened as soon as practicable, normally within a week of the affected examination. In the light of circumstances they shall determine how best to proceed to ensure that all students are treated with equity.

Abnormal circumstances

84 Although it is the responsibility of students to present themselves for examination at the appropriate time, there may be circumstances (for example, extremely bad weather or industrial action affecting transport services) where this is extremely difficult, if not impossible, for students living some distance from the University, and the Director of Student Journey (or nominee) shall have authority to take extraordinary measures in these circumstances.

85 The Director of Student Journey (or nominee) shall have authority to rule that abnormal circumstances prevail, where in his/her judgement external circumstances will prevent, or be likely to prevent, students from presenting themselves for examination at the appropriate time. The Director of Student Journey (or nominee) shall determine whether:

85.1 to delay the start of the examination

85.2 to reschedule the examination for an alternative date and time.

86 Where abnormal circumstances prevail, the restrictions on admitting students to the examination room more than 30 minutes after the start of the examination shall be lifted, but the names of such late entrants shall be recorded by the Senior Invigilator in his or her report to the Director of Student Journey (or nominee). Students arriving late shall not normally be permitted any additional time; the Senior Invigilator shall ensure that the time of their arrival is entered in the students' answer books.

10.3 Procedures for the submission of Mitigating Circumstances

Introduction

1 These Procedures set down the process whereby a student should bring to the University's attention any unforeseen circumstances that: prevented her/him submitting an item of assessed work by the published deadline; prevented her/him attending an examination, class-test, presentation etc. By submitting work, sitting an examination, class-test, presentation etc. a student is taken to be confirming that s/he is fit to submit/sit the assessment concerned and any mitigating circumstances claim in respect of the assessment will be deemed invalid unless:

1.1 there is clear evidence that the student was not in a fit state to decide whether or not s/he was fit to submit/sit the assessment concerned:

1.2 there is clear evidence that the student became ill during an exam, class-test, presentation etc. and was not in a fit state to continue with the assessment.

2 The Director of Student Journey (or nominee) has overall responsibility for the Procedures for the submission of Mitigating Circumstances.

3 No student making a claim under these Procedures, whether successfully or otherwise, shall be treated less favourably than would have been the case had the claim not been made.

Mitigating Circumstances Criteria

4 Mitigating circumstances are defined by the University as circumstances that are **acute, severe, unforeseen and outside a student's control that occur immediately before or during the assessment period in question**.

5 The deadline for submission of a claim for Mitigating Circumstance is **four weeks from the published submission date of the component concerned or the date of the examination**. *Students are however encouraged to submit a claim as soon as practicable.* All claims must be submitted to a Student Hub (formerly the Undergraduate or Postgraduate Office).

6 A claim for Mitigating Circumstances may be submitted in relation to:

6.1 non attendance at an examination;

6.2 non-submission of coursework;

Validity and Invalidity

7 Normally, a student may have a mitigating circumstances claim accepted on one occasion only for a particular item of assessed work. The Director of Student Journey (or nominee) can exceptionally grant one further occasion upon which a mitigating circumstances claim can be accepted.

8 Any claim supported by false documentary evidence shall be deemed invalid and will lead the University to take action under its disciplinary procedures.

9 A claim for Mitigating Circumstances **must** be submitted on a Mitigating Circumstances Form[1], for it to be deemed valid it **must**:

9.1 Be completed in **full** and **specify**:

9.1.1 the full name of the student;

9.1.2 the correct student ID number;

9.1.3 the title(s) and code(s) of the module(s) affected;

9.1.4 the component(s) affected;

9.1.5 the relevant assessment date(s).

9.2 Be supported by appropriate, independent documentary evidence:

9.2.1 Claims in relation to non-attendance at an examination normally require evidence to demonstrate mitigating circumstances for the period immediately leading up to the examination and/or the date of the examination in question;

9.2.2 Claims in relation to non submission of coursework normally require evidence to demonstrate mitigating circumstances for the period immediately leading up to the assessment and/or the published coursework deadline;

(Claims submitted without independent supporting evidence will not be considered. Students who have good reason for failing to provide appropriate documentary evidence by the Mitigating Circumstances deadline date should consult the Procedures for the submission of Appeals against decisions of Assessment Boards);

9.3 Provide full details of the circumstances, and explain how these circumstances have affected the student;

9.4 Be signed and dated by the student, unless it is impossible for the student to sign;

9.5 Be submitted to a Student Hub by the deadline; i.e., four weeks from the published submission date of the component concerned or the date of the examination.

Examples as to why a Mitigating Circumstances claim will be rejected

10 A Mitigating Circumstances claim will be rejected for any of the following reasons:

10.1 The claim is not supported by appropriate, independent documentary evidence *(The original documents must be submitted. They must be signed by an appropriate third party and give details of the circumstance, the date and duration of the period affected and, where possible, its impact on the student. Evidence in the form of a Medical Certificate must specify the nature of the illness and where possible a confirmed diagnosis by a GP who saw the student at the onset of illness. The date of a Medical Certificate is critical to the consideration and post-dated certificates are*

[1] Mitigating Circumstances Forms are available from the Student Hubs (formerly the Undergraduate or Postgraduate Offices) on both campuses and can be downloaded from www.londonmet.ac.uk/mitigation

not accepted). For non-UK death certificates, the University may require a notarised and legalised copy of the certificate or similar corroboration of its authenticity.

10.2 The claim does not relate, in terms of timing, to the examinations or submission dates affected.

10.3 There are reasonable grounds to believe that the circumstances could have been avoided by the student, or the student could reasonably have been expected to take steps to limit the impact of the circumstances (*Examples include: leaving coursework to the last minute; missing the deadline because of computer problems or late transport; failure to make alternative travel plans when disruptions were known in advance; losing work which had not been backed up on disc*).

10.4 The claim results from misreading or ignorance of the University's examination timetable, or of instructions regarding the submission of coursework.

10.5 There are reasonable grounds to believe that the circumstances described would not have prevented the student from taking the examination(s) and/or submitting the assignment(s) by the published assignment deadline date(s).

Please note that the examples listed are not exhaustive, but refer to the most common reasons for invalidation or rejection of a claim Students are advised to refer to the Mitigating Circumstances FAQ on the University's website at: www.londonmet.ac.uk/mitigation for further details and information.

Consideration of a Mitigating Circumstances Claim

11 Claims shall be considered by Mitigating Circumstances Panel Members, approved by the Director of Student Journey (or nominee).

12 Each valid claim shall be assessed against the Mitigating Circumstances Criteria listed in 4-9 above. If a claim relates to more than one item of assessment, the circumstances relating to each item of assessment shall be considered individually against the criteria listed in 4 – 9.

Outcomes of consideration

13 Claims which demonstrate that the criteria in 4 - 9 have been met shall be accepted. The student will be given the opportunity to be assessed at the next assessment point[2] in the component(s) in question. This attempt shall replace the opportunity to which the mitigating circumstances pertained.

14 Claim(s) which do not demonstrate that the criteria in 4 – 9 has/have been met shall be rejected. **Claims in respect of non-attendance at an examination/non-submission of coursework–** a mark of zero will be awarded in the component concerned. If the claim relates to a first assessment, a student shall have the opportunity to undertake reassessment in the component concerned.

15 All Mitigating Circumstances outcomes shall be communicated by the Student Journey to the relevant Subject Standards Board.

[2] The next assessment point normally relates to the summer resit period of the academic year in which the module was taken.

16 Mitigating Circumstance outcomes shall be published via Evision as soon as practicable following the decision of the Mitigating Circumstances Panel and prior to publication of the relevant module results. Students will be notified by email when the outcome is available; this will normally be within one month of the University receiving the claim, however, where this proves not to be possible, the student will be notified of the progress of the consideration of the claim.

Review of rejected claims

17 Where a claim is rejected, a student can request a review of the process undertaken in reaching the decision. The deadline for submitting a request for a review is two weeks from the notification of the mitigating circumstances outcome, published via Evision. Requests for a review submitted after this deadline will be deemed invalid unless the student demonstrates good reason. The student should set out her/his concerns clearly and succinctly and where possible provide evidence to substantiate the issues raised. The review will not entail a reconsideration of the claim, but will confirm that the appropriate procedures were followed and that the decision to reject the claim was reasonable. The review stage will not usually consider issues afresh or involve a further investigation. The request may include, but is not limited to:

17.1 A review of the procedures already followed;

17.2 A consideration of whether the outcome of the claim was reasonable in all circumstances;

17.3 Consideration of new relevant evidence, which the student was unable, for valid reasons, to provide earlier in the process.

18 The review will be undertaken by the Student Casework Office and the student will normally be notified of the outcome within 13 weeks of the University receiving the mitigating circumstances claim; where this proves not to be possible, the student will be notified of the progress of the review to date.

19 If the review is successful, the original decision of the Mitigating Circumstances Panel will be set aside leading to a new outcome being determined; if the claim remains rejected, the student will be notified of the reason(s) for this decision. In either case the student will be issued with a Completion of Procedures email/letter. See 20 below.

Concluding remarks

20 Under the Higher Education Act 2004 the University subscribes to the independent scheme for the review of student complaints. If a student is dissatisfied with the outcome of her/his appeal s/he may be able to apply for a review of their appeal to the Office of the Independent Adjudicator for students in Higher Education (OIA) providing that the complaint s/he takes to the OIA is eligible under its Rules. The University will confirm in writing to students, by way of a Completion of Procedures email/letter, when they have exhausted the University's internal procedures. At this point students may apply to the OIA if they wish.

10.4 Procedures for Appeal against decisions of Assessment Boards

Introduction

1 These Procedures are intended to:

- protect students in University examinations and/or course assessments, including APL assessment, against the possibility of unfair assessment resulting from omission or error on the part of the appropriate University authorities, or from unforeseen circumstances affecting a student.

2 For the purpose of these Procedures an appeal against a decision of an Assessment Board is defined as a request for a review of a decision of an Assessment Board charged with decisions on student progression, assessment and awards.

3 No student appealing under these Procedures, whether successfully or otherwise, shall be treated less favourably than would have been the case had an appeal not been made.

4 If a student wishes to present a complaint about the University, its courses or services or the individuals concerned in their delivery, the Student Complaints Procedure should be used. In cases where delay has occurred as a result of confusion over which is the correct procedure to follow, the date of the first enquiry shall be considered to be the date on which the appeal was lodged.

5 Where a student's appeal in part or whole would be more appropriately considered under the Complaints Procedure, the student will be informed of this and the appeal, in part or whole, will be reclassified as a complaint and forwarded on to the relevant complaint handler. The student will be informed of this and invited to submit a Complaint Form to clarify the nature of her/his complaint should s/he wish to do so.

6 Research degree students should use the appeals process outlined in the Research Degree Regulations. Students who wish to appeal against an Academic Misconduct decision should refer to the appeals section of the Procedures on Student Academic Misconduct. Students enrolled on a course of the University delivered via a collaborative arrangement by another institution shall be subject to these Procedures unless otherwise specified.

7 The Director of Student Journey (or nominee) has overall responsibility for the Procedures for Appeal.

Appeals by students from Collaborative/Partner Institutions

8 Students from collaborative/partner institutions who have exhausted the appeals procedures of their host institution shall have a right to request a review of the process of the appeal outcome reached by the host institution. Refer 21 - 23 below.

PART 1: Validity and Invalidity for all appeals

9 An appeal in respect of the exercise of academic or professional judgment; i.e. a decision made by academic staff on the quality of an assessment or the criteria being applied to mark the work, when arrived at through due process shall be deemed invalid.

10 An appeal will be deemed invalid if it relates to a disagreement with a decision made by a Mitigating Circumstances Panel member. In such cases, a student will be informed of their option to request a review of the mitigating circumstances outcome(s) in question (see Section 10.3, 17-19)

11 For an appeal to be valid it must:

11.1 Be made in writing on the appropriate Appeal Form[1];

11.2 Include all relevant, independent, supporting evidence, as appropriate;

11.3 Be dated and bear the full name, student number and signature of the student;

11.4 Be received within **ten** working days of the date of publication of the result(s) of the assessment(s) concerned. Appeals received after this deadline will be deemed invalid unless the appellant has demonstrated good reason for any period of delay;

11.5 Be submitted in person at a Student Hub; or if submitted by post, must be addressed and sent directly to the Student Casework Office. (The University does not accept responsibility for the receipt or late delivery of appeals submitted by post.)

12 For appeals against decisions of Assessment Boards the appeal must also list the title, code and affected component(s) of the module(s) concerned and specify the assessment period and academic year in respect of which the appeal is being made.

13 The Student Casework Office shall check each appeal against the criteria listed in 9 - 12 above. Any appeal that does not meet these criteria shall be deemed invalid.

Common reasons why appeals against decisions of Assessment Boards are unsuccessful

14 The following list is not exhaustive but details the most common reasons why appeals are rejected or deemed to be invalid.

14.1 The appeal was received outside the deadline of ten working days from the publication of the result(s) concerned without good reason and evidence for the delay (In cases where a delay is unavoidable, the appeal must be submitted as soon as possible after the deadline and must include an explanation and independent supporting evidence covering the entire period affected.)

14.2 The appeal is made on grounds of mitigating circumstances but does not meet the criteria set down in the Procedures for the submission of Mitigating Circumstances. (Students who wish to appeal on grounds of mitigating circumstances are strongly advised to familiarise themselves with these criteria).

14.3 The appeal does not relate to decision of an Assessment Board

14.4 The student's claim of mitigating circumstances could, in the opinion of the University, have been disclosed via the Mitigating Circumstances Procedure.

14.5 Although frequently cited in appeal applications, the following situations do not constitute valid grounds for appeal:

[1] Appeal Forms can be downloaded from www.londonmet.ac.uk/appeals

- The student disagrees with the academic judgement of an Assessment Board in assessing the merits of an item of academic work or the classification of a final award, where the Board's decision was reached in accordance with the regulations. *(In such circumstances the student should request feedback from the relevant tutor /module tutor.)*

- The student was ignorant of the published assessment regulations and procedures, including deadlines for the submission of assessments, claims of Mitigating Circumstances and Appeals against decisions of Assessment Boards.

- The student's academic performance was affected by poor teaching, supervision or guidance. *(In such circumstances the student should submit a complaint in accordance with the Student Complaints Procedure).*

Grounds of appeal against decisions of Assessment Boards

15 An appeal against a decision of an Assessment Board can only be made on the following grounds:

15.1 that the University did not act in accordance with the relevant Regulations and/or Procedures in the provision and execution of the assessment process and that this, in turn, had a significant impact on the student;

15.1.1 appeals under this ground may relate to:
- the outcome of an assessment;
- a procedural defect/irregularity in the assessment process;
- bias or perception of bias;
- an error relating to the recording of marks. Students should only appeal in this regard if they were unable for good reason to submit a Module Query Form to their Student Hub within two weeks of the publication date of the mark in question or if the University has not resolved the query within 20 working days;
- the requirements for awarding qualifications; or,

15.1.2 a student whose academic performance was impaired in assessment(s) taken prior to being issued a University Internal Needs Assessment Report (INAR) approving assessment related adjustments. Such appeals will normally only be considered for assessments undertaken in the same academic year in which the INAR was issued.

Such appeals must be made on a Procedural Defect Appeal Form and must:
- *identify the Regulations and/or Procedures concerned;*
- *explain the way in which the University's actions differed significantly from those set out under those Regulations and/or Procedures,*
- *include independent third party evidence which corroborates the claim*
- *for appeals alleging bias or the perception of bias, a student will need to clearly state the basis of the appeal and provide evidence to support the claim that the marking of her/his work, exam etc. has been carried out in a biased way or in a way that could reasonably be perceived as biased. Disagreeing with a mark is not, without further justification, evidence that the marking process was biased.*

15.2 that the student had been affected by mitigating circumstances which prevented him or her from submitting an item of assessed work by the due deadline or attending an examination, to which the student was unable, for good reason, to draw proper attention via the University's Mitigating Circumstances Procedures.

Students appealing under this ground should ensure that their appeals meet the appropriate requirements set out in Section 10.3 of these Regulations.

Such appeals must be made on a Mitigating Circumstances Appeal Form and must:

- *explain why the student was unable to submit a claim of Mitigating Circumstances via the University's standard procedure for such claims;*
- *explain the circumstances which occurred and show how these prevented the student from submitting the item(s) of assessed work by the due deadline or from attending the examination(s) in question;*
- *include independent third party evidence which corroborates both of the above claims*.

15.3 By submitting work, sitting an examination, class-test, presentation etc. a student is taken to be confirming that s/he is fit to submit/sit the assessment concerned and any mitigating circumstances claim in respect of the assessment will be deemed invalid unless:

15.3.1 there is clear evidence that the student was not in a fit state to decide whether or not s/he was fit to submit/sit the assessment concerned:

15.3.2 there is clear evidence that the student became ill during an exam, class-test, presentation etc. and was not in a fit state to continue with the assessment.

Consideration of appeals against decisions of Assessment Boards

16 The Student Casework Office shall review each application and determine its validity. Where an application is invalid the appeal shall not be considered. The student will be notified of the reason(s) for the appeal being deemed invalid and will be issued with a Completion of Procedures email/letter.

17 The Student Casework Office shall consider each valid application and determine whether the ground(s) listed in 15 above has/have been clearly demonstrated and whether it is reasonable to uphold or reject the appeal. Such consideration will be based on the student's statement and the evidence submitted in support of it. Information from staff members, other students or outside agencies may also be sought, as appropriate, by the Student Casework Office when considering an appeal.

18 In cases where the appeal is upheld, the Assessment Board shall be advised of the action to be taken.

18.1 For successful appeals the following outcomes shall normally apply:

- For successful appeals on grounds of 15.1 or 15.2, the student shall be provided with a further assessment or reassessment opportunity granted in place of the affected attempt.
- For successful appeals on ground 15.1.2, the student shall be provided with a further assessment/reassessment opportunity taking due regard of their

INAR and the highest mark achieved for that component of assessment shall be credited to the student's record.

19 In cases where an appeal has not clearly demonstrated that the ground(s) of appeal have been met; the appeal shall be rejected. The student shall be notified of this decision and informed that s/he can request a review of the process by the Director of Student Journey (or nominee) or her/his nominee. The deadline for doing this will be two weeks from the date of the notification that the appeal has been rejected. See 21 – 23 below.

20 The Student Casework Office notify students of the outcome of their appeal by email; this will normally be within one month of the University receiving the appeal, however, where this proves not to be possible, the student will be notified of the progress of the consideration of the appeal..

Review of the process of the appeal

21 Where an appeal is rejected, a student can request a review of the process undertaken in reaching the decision. The deadline for requesting a review will be two weeks from the notification of the outcome of the appeal. The student should set out her/his concerns clearly and succinctly and, where possible, provide evidence to substantiate the issues raised. The review will not entail a reconsideration of the appeal, but will confirm that the appropriate procedures were followed and that the decision to reject the appeal was reasonable. The review stage will not usually consider issues afresh or involve a further investigation. The request may include, but is not limited to:

21.1 A review of the procedures already followed;
21.2 A consideration of whether the outcome of the appeal was reasonable in all circumstances;
21.3 Consideration of new relevant evidence, which the student was unable, for valid reason(s), to provide earlier in the process.

22 The review will be undertaken by the Director of Student Journey (or nominee) or her/his nominee (who will have had no previous involvement with the appeal) and the student will normally be notified of the outcome within 13 weeks of the appeal being received by the University, where this proves not to be possible, the student will be notified of the progress of the review to date.

23 If the review is successful, the original decision of the Student Casework Office will be set aside leading to a new outcome being determined by the Director of Student Journey (or nominee); if the appeal remains rejected, the student will be notified of the reason(s) for this decision. In either case the student will be issued with a Completion of Procedures email/letter. See 24 below.

Concluding remarks

24 Under the Higher Education Act 2004 the University subscribes to the independent scheme for the review of student complaints. If a student is dissatisfied with the outcome of her/his appeal s/he may be able to apply for a review of their appeal to the Office of the Independent Adjudicator for students in Higher Education (OIA) providing that the complaint s/he takes to the OIA is eligible under its Rules. The University will confirm in writing to students, by way of a Completion of Procedures email/letter, when they have exhausted the University's internal procedures. At this point students may apply to the OIA if they wish.

Note

25 Fraudulent appeals will lead the University to take action under its disciplinary procedures.

10.5 Procedures on Student Academic Misconduct

Introduction

1 The purpose of these Procedures is to protect the academic standing of the University and the academic integrity of its awards, for the benefit of both the University and its students, whether past, present or future.

2 It is a student's responsibility to familiarise him or herself with the academic conventions and practices applicable to the course on which they are enrolled. It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own and that they observe all Regulations, Procedures and instructions governing examinations.

3 For the purposes of these Procedures, the term 'academic misconduct' includes all forms of cheating, plagiarism and collusion. For illustrative purposes, the table below, although not exhaustive, sets out categories of academic misconduct. Where reference is made within these procedures to the weight of evidence, the standard of proof to be applied will be based upon the balance of probabilities.

4 For the purposes of these Procedures, the person (whether the University or the student) making an allegation or stating a particular fact is responsible for proving it. All decisions regarding the imposition of penalties under these Procedures shall take full account of the duty to act in a fair and equitable manner.

5 These Procedures also provide the opportunity for students to receive formative guidance on academic conduct and associated practices by making available, to students who are found to have contravened them, structured tutorial support (refer to 31).

6 The Director of Student Journey (or nominee) has overall responsibility for the Procedures on Student Academic Misconduct.

Penalties

7 The Table of Penalties applies to substantiated **first offences** of academic misconduct. A penalty for a second or subsequent substantiated allegation of academic misconduct will normally be **one penalty level higher** than that suggested in Regulation 7 below, **or one level higher than the previously imposed penalty, whichever is higher.**

Penalty 1:	Reprimand, a formally recorded warning kept on the student's record. The Module Leader shall mark the work, but the mark may be reduced to reflect a student's failure to address the assessment criteria in areas of collation of sources and their citation. The student may be required to redo the work on pedagogic grounds.
Penalty 2:	Failure in the item of assessment, with reassessment right where permissible. The assessment component mark will be capped at a bare pass.
Penalty 3:	Failure in the item of assessment, with reassessment right where permissible. The module result will be capped at a bare pass.
Penalty 4:	Failure in the module: the student must re-register for the same module at the next opportunity where the re-registered module result will be capped at a bare pass. Where a re-registration of the same module, or suitable alternative, is not permissible the student will not be able to continue on the course.
Penalty 5:	Failure in the module, the student must re-register for the same module and the reregistered module will be capped at a bare pass. Where a re-registration of the same module, or suitable alternative, is not permissible the student will not be able to continue on the course. Additionally the following penalty will be applied to the student's final award: Undergraduate Honours - student's final classification will be reduced by one level Unclassified Bachelors to Diploma in Higher Education Foundation Degree – Distinction to Merit; Merit to Pass; Pass to Certificate in Higher Education Masters - Distinction to Merit; Merit to Pass; Pass to PG Dip
Penalty 6:	Expulsion. A student will not be permitted to exit with their named award, but may be permitted to exit with a lower award.

7.1 Examinations or tests

Category	Type of academic misconduct	Penalty to be imposed
7.1.1	Removing any script, paper, or other official stationery (whether completed or not) from the examination room, unless specifically authorised by an invigilator or examiner.	**Penalty 2**
7.1.2	Possession or use of devices of any kind other than those specifically permitted in the rubric of the paper.	**Penalty 2**
7.1.3	Communicating with another student or with any third party other than the invigilator/examiner during an examination or test.	**Penalty 2**
7.1.4	During an examination or test, copying or attempting to copy the work of another student, whether by overlooking his or her work, asking him or her for information, or by any other means.	**Penalty 3**
7.1.5	Possession of crib sheets, revision notes (including, for example, those held on digital media devices) or accessing the internet in contravention of the examination rubric.	**Penalty 4**
7.1.6	Attempting to persuade another member of the University (student, staff or invigilator) to participate in actions that would breach these Procedures.	**Penalty 5**
7.1.7	Being party to any arrangement whereby a person other than the candidate represents, or intends to represent, the candidate in an examination or test.	**Penalty 5**
7.1.8	Taking into an examination a pre-written examination script for submission and exchanging it for a blank examination script.	**Penalty 5**
7.1.9	Obtaining access to an unseen examination or test prior to the start of an examination/test.	**Penalty 6**
7.1.10	A penalty of expulsion shall be applied where a student has previously received a Penalty under these Procedures where the previous or current penalty is Penalty 5 (refer to Appendix 10.5.2 - 3) or where two or more allegations are made within one academic year that each individually equate to Penalty 5.	**Penalty 6**
7.1.11	Being party to any other arrangement that would constitute a breach of these Procedures.	**Penalty will correspond to the nature of the offence and will be in accordance with penalties outlined for each of the above**

7.2 Coursework

Sources of academic misconduct in coursework can include fellow students, published sources including the Internet, essay banks and other commissioned and uncommissioned sources.

Category	Type of academic misconduct	Penalty to be imposed	
7.2.1	Making available work to another student, either intentionally or as a result of negligence that can be presented as another student's.	**Penalty 1**	
7.2.2	Isolated use of quotes without the use of quotation marks and/or referencing.	**FHEQ levels 3 and 4**	**Penalty 1**
		All other levels	**Penalty 2**
7.2.3	Representation of work produced in collaboration with another person or persons as the work of a single student.	**FHEQ levels 3 and 4**	**Penalty 1**
		All other levels	**Penalty 2**
7.2.4	Submission for assessment of work submitted previously by the student (either at London Met or another institution) or work submitted for assessment that has previously been published elsewhere, where the duplication concerned is **isolated**.	**FHEQ levels 3 and 4**	**Penalty 1**
		All other levels	**Penalty 2**

7.2.5	Extensive use of quotes or close paraphrasing without the use of quotation marks and/or referencing, where the student **has** cited the plagiarised material in the bibliography.	**FHEQ levels 3 and 4**	**Penalty 2**
		All other levels	**Penalty 3**
7.2.6	Submission for assessment of work submitted previously by the student (either at London Met or another institution) or work submitted for assessment that has previously been published elsewhere, where the duplication concerned is **extensive**.	**FHEQ levels 3 and 4**	**Penalty 2**
		All other levels	**Penalty 3**
7.2.7	Using another student's work and submitting some or all of it as if it were the student's own.	**Penalty 4**	
7.2.8	The presentation of data in laboratory work, projects etc. based on work purporting to have been carried out by the student but which has been invented, altered or falsified.	**Penalty 4**	
7.2.9	Extensive use of quotes or close paraphrasing without the use of quotation marks and/or referencing, where the student **has not** cited the plagiarised material in the bibliography.	**Penalty 4**	
7.2.10	Stealing another student's work and submitting it as the student's own work (where the originator is not denied the opportunity of submission).	**Penalty 5**	
7.2.11	Commissioning another person to complete an item of University assessment. This could include the use of professional essay writing services, essay banks, ghost-writing services etc.	**Penalty 4**	
7.2.12	Commissioning another person to complete an item of University assessment, which is then submitted as a student's own work. This could include the use of professional essay writing services, essay banks, ghost-writing services etc.	**Penalty 5**	
7.2.13	Stealing another student's work and submitting it as the student's own work (where the originator **is** denied the opportunity of submission).	**Penalty 6**	
7.2.14	Attempting to persuade another member of the University (student or staff) to participate in actions that would breach these Procedures.	**Penalty 6**	
7.2.15	A penalty of expulsion shall be applied where a student has previously received a Penalty under these Procedures where the previous or current penalty is Penalty 5 (refer to Appendix 10.5.2 - 3) or where two or more allegations are made within one academic year that each individually equate to Penalty 5.	**Penalty 6**	
7.2.16	Being party to any other arrangement that would constitute a breach of these Procedures.	**Penalty will correspond to the nature of the offence and will be in accordance with penalties outlined for each of the above**	

Please note that all imposed penalties are subservient to the undergraduate and postgraduate regulatory frameworks.

For further information on penalties please refer to Appendix 10.5.2 below.

Reporting Allegations of Academic Misconduct

Examination or Tests

8 If, during an examination, an invigilator believes that a student has engaged in academic misconduct s/he shall normally inform the student and endorse the student's answer book as follows: with the time, and a brief description of the incident and with her/his initials. Any prohibited material will be removed and retained. The student shall then be permitted to continue, in a new answer book. A written report of the incident shall be made to the Student Casework Office by the invigilator or examiner concerned, as soon as possible and normally within seven working days of the incident. The Senior Invigilator shall, in addition, note the

circumstances in the Senior Invigilator Report. Where evidence of academic misconduct is reported to the Student Casework Office after this deadline, an allegation may still be progressed against a student if, in the opinion of the Director of Student Journey (or nominee), there are compelling reasons to do so.

Other Assessments

9 Where an internal examiner establishes that there is, in her/his view, evidence of academic misconduct, s/he shall provide a written report, including relevant evidence, to the Student Casework Office as soon as practicable, but no later than six weeks from the standard submission deadline for the work concerned. Exceptionally, a written report, including relevant evidence, may be submitted no later than two weeks after this period, but only with the prior agreement of the Student Casework Office. Where evidence of academic misconduct is reported to the Student Casework Office after this deadline, an allegation may still be progressed against a student if, in the opinion of the Director of Student Journey (or nominee), there are compelling reasons to do so.

10 Where an external examiner establishes that there is, in her/his view, evidence of academic misconduct, s/he shall notify the internal examiner, who shall act in accordance with 9 above.

11 A student who believes that there are grounds for an allegation of academic misconduct against another student shall inform the relevant Module/Course Leader who shall establish if there is sufficient evidence of academic misconduct. If such evidence is found, the member of staff shall act in accordance with 9 above.

12 A report[1] of academic misconduct shall:

12.1 Specify the full name(s) and number(s) of the student(s) to whom it relates;

12.2 Be in writing and signed and dated by the member of staff making it;

12.3 State the basis and the evidence on which the allegation has been made and be accompanied by all the relevant evidence;

12.4 Provide details of the assessment, including the coursework or examination questions, the weighting of the item of assessment and any information provided to students concerning academic conventions and practices.

Penalty 1 cases detailed in 7.2 above

13 Where a Module Leader establishes that there is evidence of academic misconduct, as set down in the relevant categories of 7.2 which if substantiated would lead to Penalty 1, they shall submit an allegation pro forma to the Student Casework Office. The Module Leader shall retain the coursework.

14 The Student Casework Office will write to the student confirming:

- that an allegation has been submitted;
- details of how the student can access their work and evidence within the School should a student wish to review the basis of the allegation;
- details of how to request a review of the allegation, should a student wish to dispute the allegation;
- School arrangements and contacts details so that the student can undertake an academic conduct tutorial.

[1] A proforma Report Form is available at: https://intranet.londonmet.ac.uk/staff/admin/

15 If upon reviewing the allegation, the Student Casework Office determines that the alleged academic misconduct may suggest a higher category and/or penalty, or where the student has a previous proven allegation substantiated against them, the case will be progressed under the provisions detailed below (refer Regulations 16 - 21).

Consideration of Allegations of Academic Misconduct

16 The Student Casework Office shall first determine if there is evidence to progress an allegation lodged in accordance with 8 – 12 above.

17 In cases where there is insufficient evidence, the case will be returned to the Module Leader with a request that the work is marked in the normal way as per the University's Academic Regulations.

18 For **very minor cases** of academic misconduct (not listed in the Table of Penalties, 7 above), the School concerned shall be advised to counsel the student as to the nature of the transgression. *(In such cases, the allegation will not be progressed via these Procedures).*

19 In cases where there is sufficient evidence for an allegation to be progressed, the Student Casework Office shall determine if the nature of the academic misconduct clearly falls under one of the categories listed in 7 above. In such cases the student will be informed that there is sufficient evidence to support the allegation. The student will be invited to make any submissions in response to the allegation within a period of ten working days. Any submissions provided by the student will be considered before a decision about the allegation is made. If the student fails to make such submissions within the time period, or at all, the decision will be that the allegation is found to be proven and an appropriate penalty imposed.

20 In cases where there is sufficient evidence for an allegation to be progressed, but where the academic misconduct falls under two or more categories; e.g. in cases of **collusion**, or where there is ambiguity as to the nature of the academic misconduct, the Student Casework Office shall progress the case by notifying the student in writing of the allegation and by requesting that the student responds by the completion of a Procedural Form.

21 In relation to 19 and 20 above, the Student Casework Office will notify a student of the academic misconduct presented against her/him. Notification to the student shall include:

21.1 A copy of the allegation and all evidence in support of it;

21.2 A copy of these Procedures;

21.3.1 In cases where there is sufficient evidence to support the allegation (refer 19 above), the options available for a review of the decision and how to request such a review; or,

21.3.2 In cases of **collusion** or where the nature of the academic misconduct is ambiguous (refer 20 above), a Procedural Form, which the student must complete, detailing the options by which the student can respond to the allegation.

Options for a Student's Response where the University has advised a Student of the Category of Academic Misconduct

22 A student may request in writing, within ten working days from the date of receipt of the notification[2] of the decision, a review of the allegation of academic misconduct against her/him. When requesting a review, a student may:

22.1 In the case of Penalty 1, dispute the allegation.

22.2 Dispute the allegation and also make representations against the level of the penalty imposed, where a student does not explicitly request an oral hearing the case will be considered by way of written representations; or,

22.3 Accept the allegation, but make **written representations only** as to the level of penalty imposed.

Options for a Student's Response where the University has notified a Student of an Allegation

23 A student shall, within ten working days from the date of receipt of the notification[2] of the alleged academic misconduct, complete, sign and return the Procedural Form attaching any evidence in support of her/his statement, to the Student Casework Office. In the Procedural Form the student shall clearly state whether s/he:

23.1 Accepts the allegation, indicating where appropriate the category of academic misconduct which is accepted, and whether s/he wants the allegation and her/his response to it to be considered by way of written submission or at an oral hearing, where a student does not explicitly request an oral hearing the case will be considered by way of written representations; or,

23.2 Disputes the allegation and whether s/he wants the allegation and her/his response to it to be considered by way of written submission or at an oral hearing, where a student does not explicitly request an oral hearing the case will be considered by way of written representations.

Note:
In cases involving two or more students, if one student opts for an oral hearing of the case then all the students who responded to the allegation will be invited to attend the hearing. A student who originally requested for the case to be heard by way of written representations shall not be eligible to request a postponement of the hearing (refer to Appendix 10.5.1 - 8).

Valid/Invalid Responses

24 In responding a student shall identify and explain the reasons that form the basis of the case upon which the student is relying and should be accompanied by all relevant evidence in support of her/his statement. Requests that do not identify and explain the reasons upon which the student is relying shall be deemed invalid by the Student Casework Office; the student shall be notified in writing of this and shall be deemed to have accepted the allegation.

25 Where students do not respond within the stated deadline they will be deemed to have accepted the allegation against them and, where necessary, a Panel shall determine the appropriate category of academic misconduct. The Student Casework Office shall inform the student in writing of the Panel's decision or that by not responding the student has missed the deadline to request a review but that s/he may still be able to appeal in accordance with 32-39 below.

[2] Notification shall be deemed to have been received by the addressee on the second postal delivery day following that on which it was posted.

26 A Panel will be convened in accordance with Appendix 10.5.1 below to consider all **valid** student responses.

Consideration of Cases by way of Written Representations

27 Where a student disputes the allegation, a Panel shall consider (in accordance with Appendix 10.5.1 below) the allegation and the evidence in support of it alongside the student's submission. The Panel shall then determine whether there is sufficient evidence of academic misconduct to, on the balance of probability, substantiate the allegation under one of the categories of academic misconduct listed in 7 above. In such cases the Panel shall substantiate the allegation and further consider any representations, which have been presented by the student, as to the imposed penalty.

28 Where a student has made representations only against the penalty imposed, the Panel shall consider these representations and determine if valid grounds have been presented upon which the penalty may be lowered. There is no requirement to substantiate an allegation that has been admitted.

Consideration of Cases by way of an Oral Hearing

29 In cases where the student disputes the allegation, the Panel shall (in accordance with Appendix 10.5.1 below) consider the case and determine, whether there is sufficient evidence of academic misconduct to, on the balance of probability, substantiate the allegation under one of the categories of academic misconduct listed in 7 above. In such cases the Panel shall substantiate the allegation and further consider any representations, which have been presented by the student, as to the imposed penalty.

30 Where a student has made representations only against the penalty imposed, the Panel shall consider these representations and determine if valid grounds have been presented upon which the penalty may be lowered. There is no requirement to substantiate an allegation that has been admitted.

Academic Conduct Tutorial

31 All students who are found to have contravened these Procedures with regard to assessments other than examinations shall be encouraged to attend a tutorial on academic conduct. This tutorial shall provide the opportunity for students to receive guidance on models of good academic practice and referencing conventions in the subject area concerned. The tutorial shall also provide students with the opportunity to understand the nature of her/his transgression and receive advice on her/his future academic conduct.

Procedures for Appeals Against Student Academic Misconduct Decisions

32 A student may only appeal on the following grounds:

32.1 That the student was unable to respond to the allegation within the timeframes provided in these Procedures for valid reasons beyond the student's control; or

32.2 That there has been a procedural defect, other than one for which the student is responsible, resulting in substantial unfairness to the student; or,

32.3 That the evidence of alleged misconduct was insufficient to substantiate the allegation; or,

32.4 That a penalty 5 was imposed; or,

32.5 That a penalty of expulsion was imposed.

33 An appeal shall only be considered if:

33.1 It is made in writing to the Student Casework Office within ten working days of the letter informing the student of the Panel's decision; and,

33.2 It specifies the grounds and explains the reasons which clearly demonstrate the grounds of appeal; and,

33.3 It is signed by the student.

34 Any appeal that does not meet the above criteria will be deemed invalid by the Student Casework Office. Where multiple grounds of appeal are cited, then the Student Casework Office shall determine the validity of each ground. The student shall be informed as to the validity of their appeal as soon as possible.

35 Where the Student Casework Office deems a request valid, the appeal shall be considered by the Vice Chancellor, or nominee, of the University.

36 Where the Student Casework Office deems a request valid under grounds 32.1-32.4, the appeal shall normally be considered by a Head of School, acting in her/his capacity as the Vice Chancellor's nominee. The Head will be from a different school than that of the student. Valid appeals under ground 32.5 shall normally be considered by the Pro Vice-Chancellor (Academic Outcomes) acting in her/his capacity as the Vice-Chancellor's nominee.

37 Valid appeals under any of grounds 32.1-32.4, shall proceed by way of written representations, unless the Head of School considers that an appeal by way of written representations would not be in the interests of fairness, then the Head of School shall request that the student is invited to attend an oral appeal hearing.

38 A student with a valid appeal based solely on 32.5, shall have the opportunity to present their appeal either orally or by way of written representations. However, where a student does not state a preference for the manner in which the appeal is to be considered, the appeal shall proceed by way of written representations. Where the Pro Vice-Chancellor (Academic Outcomes) considers that an appeal by way of written representations would not be in the interests of fairness, then the Pro Vice-Chancellor (Academic Outcomes) shall request that the student is invited to attend an oral appeal hearing.

39 For appeals deemed valid solely on grounds 32.4 (that a penalty 5 was imposed) or 32.5 (that a penalty of expulsion was imposed), the Head of School/ Pro Vice-Chancellor (Academic Outcomes) shall consider representations only against the penalty imposed. In doing this the Head of School/ Pro Vice-Chancellor (Academic Outcomes) will be assisted by the President of the Students' Union; however, the decision of the Head of School/ Pro Vice-Chancellor (Academic Outcomes) will be final.

Options available to the Vice-Chancellor when considering Appeals against Student Academic Misconduct

40 An appeal may be allowed in whole or in part, or may be dismissed.

41 Where the Vice-Chancellor determines that an appeal has demonstrated an obvious unfairness to the student and the Vice-Chancellor considers that it would be in the interest of fairness, the original penalty may be set aside or modified. Where the Vice-Chancellor

determines that the student's ground of appeal has not led to obvious unfairness to the student the original penalty shall stand. The decision of the Vice-Chancellor is final.

Consideration of Appeals against Student Academic Misconduct by students from Collaborative/Partner Institutions

42 Students from collaborative/partner institutions who have completed the academic misconduct procedures of their host institution shall have a final right of appeal to the University. Any appeal will be dealt with in accordance with 32 – 41 above.

Office of the Independent Adjudicator for Higher Education

43 Under the Higher Education Act 2004 the University subscribes to the independent scheme for the review of student complaints. If a student is dissatisfied with the outcome of her/his academic misconduct case s/he may be able to apply for a review to the Office of the Independent Adjudicator for students in Higher Education (OIA) providing that the complaint s/he takes to the OIA is eligible under its Rules. The University will confirm in writing to students, by way of a Completion of Procedures email/letter, when they have exhausted the University's internal procedures. At this point students may apply to the OIA if they wish.

Composition and Role of Panels

1 The Panel will comprise at least one senior academic member of staff who will Chair the hearing. A member of staff from the Student Casework Office shall act as secretary. The secretary will not constitute part of the Panel.

1a Allegations in respect of Research Degree students will be considered by a panel comprising of at least two members of the Awards Board sub-committee for Research Degrees, from persons having experience of supervising and examining research degrees and who have had no previous involvement in the student's assessment. The Awards Board sub-committee for Research Degrees shall assign one member as Chair and will have due regard to Appendix 10.5.2. In such cases, students will be invited to attend an oral hearing.

2 No person shall be eligible to be a member of a Panel who has:

2.1 Any responsibility for the teaching or assessment of the module in question; or,

2.2 Been previously involved in a review of an allegation involving the same student.

3 The Student Casework Office shall supply all the relevant documentation to the Panel.

4 A member of staff from the Student Casework Office shall make a record of the salient points of Panel proceedings, which shall be signed by the Chair and kept as a correct record of the hearing.

5 As soon as is practicable after the meeting the Student Casework Office shall inform the student, in writing, of the decision.

6 Proceedings shall be conducted in private, except that members of staff may attend for training purposes, with the agreement of the student.

Process for Oral Hearings

7 The Panel shall meet within a reasonable period of time upon receiving a valid written request for an oral hearing by the student. At least six working days before the date of the hearing the Student Casework Office shall notify the student of the time and place at which the hearing will take place and the names of any witnesses to be called.

8 If on one occasion **only** the student provides the Student Casework Office with good reason for not being able to attend the hearing, the Student Casework Office shall make such alternative arrangements as seem appropriate. A student's working commitments shall not normally be accepted as a reasonable ground for granting a request for a re-arrangement. Other than in the case of emergencies or unforeseen circumstances, hearings will not be rearranged without at least two working days' notice.

9 Where the request for a re-arrangement is not granted, the student shall be notified accordingly; and the hearing shall then proceed as originally arranged, whether or not the student attends.

10 The student shall have the right to be assisted by a friend at the hearing. Under the Academic Regulations, 'friend' is defined as a person, who shall normally be a member of

staff or student of the University, appointed by a student to assist him or her in the conduct of his or her case at a hearing.

11 The student shall inform the Student Casework Office at least two working days before the hearing:

11.1 Whether a friend will be present at the hearing and, if so, the name and status of the friend; and,

11.2 Provide a list of witnesses, if any, to give evidence on his or her behalf indicating the nature of the evidence they are expected to give.

12 The student shall be responsible for informing the friend and any such witnesses of the time and place of the hearing.

13 Where the student is not present at the time set for the hearing, the Panel shall wait for fifteen minutes and then proceed in the student's absence unless there are reasonable grounds to suggest that the failure to attend is outside the student's control and that in the interest of fairness the hearing should be adjourned to a later date.

14 The Panel shall review all the evidence relevant to the allegation, question the student as it considers appropriate and invite any witnesses previously notified to the student under 7 above.

15 The student shall then make a statement outlining her/his defence and shall call any witnesses previously notified under 11.2 above and present all the evidence relevant to her/his defence.

16 The Panel, the student and the friend may question any witness who has given evidence.

17 The Panel shall have power to refuse to receive evidence that, in its opinion, is irrelevant, whether because it is repetitious of other evidence that has already been given or otherwise. New evidence, which may include the presentation of oral evidence, not notified in advance to the student or the Panel may only be introduced at the discretion of the Panel.

18 Where the Panel is of the opinion that relevant evidence has not been presented but could be presented if the hearing was adjourned, it may adjourn the hearing for such evidence to be made available at a resumed hearing. The Panel should only adjourn a hearing if they are of the opinion that any further evidence, which is likely to become available, would have a significant impact on the outcome of the hearing.

19 When all the relevant evidence has been heard, the Chair of the Panel shall make a preliminary statement and summarise the evidence given. The student may also make a final statement on which the Panel may question the student further. The Panel shall then go into closed session to consider its decision.

20 The Panel may adjourn if it is of the opinion that any further evidence, which is likely to become available, would have a significant impact on the outcome of the review. In such cases, the Student Casework Office shall notify the student of the adjournment. Dependent upon the terms of the adjournment and if further evidence has been requested from a student that is not supplied, a Panel may reach a final decision via written correspondence.

21 Where a student has previously been found to have contravened these Procedures or their predecessors, no member of the Panel shall be made aware of this fact unless and until the Panel finds that the present allegation has been substantiated; except that where a student

relies on his or her good character, the Panel shall be advised of any previous finding that the student has contravened these Procedures or their predecessors.

22 A Panel shall state the reasons for the decision that it reaches, including any penalties imposed.

Penalties

1 When considering the fairness of any penalties to be imposed, Panels shall have regard to the relative severity resulting from the application of a penalty on an individual student. Where it is deemed that the application of a prescribed penalty would unfairly disadvantage a student compared to other students on whom the same penalty has been imposed, discretion may be exercised **only** to ensure equity of treatment.

2 Where a student has presented representations as to any penalties to be imposed with regard to their academic misconduct, the Panel shall take this into account. In the case of serious mitigating factors the Panel may reduce the penalty to be imposed, normally by one penalty level.

3 A penalty for a second or subsequent substantiated allegation of academic misconduct will normally be **one penalty level higher** than that suggested in Regulation 7 above, **or one level higher than the previously imposed penalty, whichever is higher.**

4 Where academic misconduct has been substantiated for a student who has completed his or her studies and on whom a final award has been conferred, the most serious penalty that may be applied shall be withdrawal of the relevant final award previously conferred on the student.

5 Where expulsion is determined to be the appropriate penalty, the penalty shall not take effect unless and until a Head, from a different school to that of the student and with no previous involvement in the case, confirms the decision.

6 Before deciding whether to confirm a decision to expel a student, the Head of School shall consider a report from the Student Casework Office, summarising the evidence and other relevant material.

7 The Head of School shall decide whether to confirm a decision to expel a student normally within seven working days from the date on which s/he was notified of the decision made by the Student Casework Office or Panel.

8 Where the Head of School decides not to confirm the decision to expel the student from the University, the case shall be referred back to the Student Casework Office along with the Head of School's recommendations. Such a decision must be based upon evidence of procedural irregularity or exceptional mitigating factors. The Student Casework Office shall act in accordance with the Head of School's recommendations.

9 The decision of the Head of School shall be reported to the Student Casework Office who shall notify the student as soon as it is reasonably practical to do so, and in any event normally within seven working days from the making of the final decision.

Penalties for Research Degree Allegations

10 In the case of a substantiated allegation of academic misconduct in a Research Degree, the Panel shall determine the appropriate penalty to be imposed from one of the following penalty options:

Penalty R1:	Reprimand, a formally recorded warning kept on the student's record.
Penalty R2:	Failure in the thesis, with the possibility of resubmission for a lesser award, as determined the Research Degrees Sub-Committee
Penalty R3:	Failure in the thesis, without resubmission right.
Penalty R4:	Expulsion.

N.B In the case of a Research Degree student, a penalty of expulsion **may be** imposed for a first offence.

10.6 Procedures for the Conduct of the Research Degree Oral Examination

Introduction

1 Please refer to Section 5.2, regulations 53 - 95 for details of the Research Degree Regulations examination process, and 96 - 108 for details regarding the format of the thesis. For Professional Doctorates, please refer to Section 5.3 Regulations 44 - 91.

2 Normally only the candidate, the examiners, the independent chair and, where the candidate permits, the supervisor, may be present at the oral examination.

3 The Research and Postgraduate Office is responsible for ensuring that a suitable room is provided for the oral examination. The Research and Postgraduate Office will also ensure that adequate supplies of liquid refreshments are provided. If the examination is taking place via video link the Research and Postgraduate Office will ensure that relevant audio-visual equipment is provided.

4 The Research and Postgraduate Office is responsible for confirming the date of the oral examination to the candidate, the examiners and the independent chair. It is important that the Research and Postgraduate Office confirms that the candidate can attend on the agreed date as examiners are requested to book travel tickets in advance.

Guidance for Examiners

5 The examiners are required to produce a preliminary report and shall do this not later than two weeks before the date scheduled for the oral examination. These reports should be prepared independently, and the examiners should not confer until after the reports have been written. The reports must be returned to the Research and Postgraduate School Office no later than two week before the oral examination.

6 Within the normal examining process the preliminary reports are not shown to the candidate, but the examiners must be aware of a candidate's access rights under data protection legislation.

7 Each examiner should express a view on whether the thesis as presented provisionally satisfies the requirements of the degree. In arriving at this decision examiners are not making a final judgement about the outcome of the examination.

Proceeding to the oral examination

8 If an examiner's preliminary report recommends a pass with minor corrections, a list of the corrections should be prepared prior to the oral examination and be made available on the day of the examination.

9 Once a date has been scheduled for the oral examination, the external examiner/s should organise transportation to the venue in order to ensure travel costs are kept to a minimum. If an examination is scheduled to take place before 11am and the travel time is in excess of two hours, examiners may claim an overnight stay. A guide to expenses will be made available to all examiners.

10 Examiners should arrive at least 30 minutes before the start of the oral examination in order to meet the other examiners and the independent chair. The examiners should agree a format for the examination including the order of questions and the likely length of the examination.

11 Examiners should note that the independent chair will run through some procedural matters at the start of the examination and can call for a comfort break during the examination.

12 Examiners must submit the joint recommendation report on the day of the oral examination. If a recommendation is made for the submission of minor amendments a list of the corrections must be agreed and submitted to the independent chair on the day of the oral examination (see 10 above). If a recommendation is made for a re-examination (with or without an oral examination) a report on the deficiencies of the thesis should be agreed and submitted to the independent chair on the day of the oral examination. If this is not possible the independent chair can allow up to five working days after the examination for the submission of the report.

Guidance for Independent Chairs

13 The Research Degree Regulations stipulate that all oral examinations will be chaired by a senior academic within the University, with experience of research degree examining, who is independent of the candidate's supervisory team and of the research topic.

14 The independent chair is not an examiner. Her/his role is to:

i ensure that regulations and procedures are adhered to;
ii ensure the examination process is fair;
iii produce a brief formal record of the proceedings.

15 The independent chair will not be required to read the thesis; participate in the discussion; or make any contributions to the academic examination or evaluation of the thesis. The independent chair is not expected to have any academic expertise in the area being examined.

16 Independent Chairs are required to undertake the University's training for Independent Chairs.

17 The Research and Postgraduate Office shall maintain a list of independent chairs who have undergone training for their role.

18 The Research and Postgraduate Office will organise briefing sessions for independent chairs to ensure they are familiar with the Research Degree Regulations in relation to the oral examination. Independent chairs should contact the Research and Postgraduate Office if they have questions relating to the regulations or guidance documentation.

19 The Research and Postgraduate Office will send the independent chair details of the candidate and the examiners, and arrangements for the day. The preliminary reports will normally be sent to independent chairs prior to the oral examination. Independent chairs should collect these reports from the Research and Postgraduate Office if there is insufficient time to email them before the day of the examination.

22 At the outset of the examination the independent chair shall:

i explain their status and role, including the fact that they will make a formal record of proceedings;

ii ensure that any procedural issues are discussed and resolved at the examiners' preliminary meeting (see 12 above); this may include a discussion on how exactly the thesis will be examined (e.g. order in which examiners will ask questions, chapter-by-chapter analysis, etc);

iii ensure that the candidate is introduced to each examiner;

iv provide the candidate with an opportunity to disclose any mitigating circumstances pertaining to the oral examination;

v endeavour to establish an atmosphere in which the candidate will be able to perform to the best of her/his ability;

vi make it clear that any supervisors attending the examination do so as observers only, and that they shall take no part in either the examination or in the evaluation of the student's performance after the examination;

vii ensure that the candidate is advised that information on the outcome of the examination will not be given before the end of the oral examination and that s/he should not infer any decision from the questions and discussion.

23 During the examination the independent chair shall:

i intervene in the examining process if s/he judges that fairness to the candidate is at risk;

ii allow scope for the oral examination to be open-ended and to follow interesting lines of debate, whilst ensuring that the focus of the examination is on the candidate's work;

iii take a brief record of proceedings, on the overall conduct of the examination including areas or questions which the candidate had difficulty with, and the ways in which the examiners addressed such difficulties. These notes should be returned to the Research and Postgraduate Office on the day of the examination and no later than five working days after the oral examination;

iv when necessary, offer the candidate and members of the examining team the opportunity for a comfort break;

v ensure that the candidate has an opportunity to make any points which s/he feels have not been appropriately covered.

24 After the examination the independent chair shall:

i request that the candidate and any supervisor(s) present leave the room during the examiners' discussion;

ii ensure that the examiners' recommendations comply with the regulations;

iii ensure that, where the recommendation requires, the examiners agree and submit:

a. a written indication of the amendments and corrections required following a recommendation of minor amendments, or

b. written guidance on the deficiencies of the first submission following a recommendation of a re-submission of the thesis (with or without a further oral examination) and that the examiners are aware that a re-examination would take place within the period of one calendar year from the date of the latest part of the first examination.

25 The independent chair may be approached by the Student Casework Office in the event of an appeal against the decision of an examination.

10.7 Progression Matrix

1. Level 3

The decisions below apply to students who enrol on undergraduate degree courses at Level 3 (previously the preparatory level) as Full Time or Part-Time Repeating for a full year. Students enrolling for only part of a year will have different arrangements. A student who enrols Full-Time at Level 3 and who does not satisfy the requirements to progress will normally have one further opportunity to complete the level. Students re-enrolling to repeat a level will be tracked via the Personal Academic Tutor Dataset to identify necessary interventions. Home/EU students may enrol with Mode of Attendance – Part Time Repeating on a Full-Time Programme; International students must normally enrol on a full-time programme. Failure to progress at the end of a repeated level will normally lead to the student's status being terminated (Fail Discontinue).

Level	MOA	Credits Achieved	Progress	Notes on Reenrolment etc
LEVEL 3	FT	At least 90 credits passed and at least 120 credits completed. All required modules identified as 'must pass' in the Course Specification passed.	PP	Able to reenrol at Level 4 subject to having approved FT programme
LEVEL 3	FT	Cannot progress as PP but at least 30 credits passed.	RL	Must reenrol at Level 3 to complete remainder of the programme; normally cannot commence Level 4 until the following year
LEVEL 3	FT	< 30 credits passed	FD	Student's status shall be terminated (Fail Discontinue) unless evidence through mitigating circumstances procedures or a review of academic performance confirms that deferred assessment or further opportunities to repeat should be available.
LEVEL 3	PTR (repeat level)	At least 90 passed and at least 120 completed. All required modules identified as 'must pass' in the Course Specification passed.	PP	Able to reenrol as a Full-Time student at Level 4 subject to having approved FT programme
LEVEL 3	PTR (repeat level)	Cannot progress as PP	FD	Student's status shall be terminated (Fail Discontinue) unless evidence through mitigating circumstances procedures or a review of academic performance confirms that deferred assessment or further opportunities to repeat should be available.

2. Level 4

The decisions below apply to students who enrol on undergraduate degree courses at Level 4 as Full Time or Part-Time Repeating for a full year. Students enrolling for only part of a year will have different arrangements. A student who enrols Full-Time at Level 4 and who does not satisfy the requirements to progress will normally have one further opportunity to complete the level. Home/EU students may enrol as with Mode of Attendance – Part Time Repeating on a Full-Time Programme; International students must normally enrol on a full-time programme. Failure to progress at the end of a repeated level will normally lead to the student's status being terminated (Fail Discontinue).

Level	MOA	Credits Achieved	Progress	Notes on Reenrolment etc
LEVEL 4	FT	At least 90 credits passed and at least 120 credits completed. All required modules identified as 'must pass' in the Course Specification passed.	PP	Able to reenrol at Level 5 subject to having approved FT programme
LEVEL 4	FT	At least 60 credits passed and at least 120 credits completed. All required modules identified as 'must pass' in the Course Specification passed.	PR	Able to reenrol at Level 5 subject to having approved FT programme; 30 further credits to be registered alongside the Level 5 programme.
LEVEL 4	FT	Cannot progress as PR but at least 30 credits passed.	RL	Must reenrol at Level 4 under Academic Probation; normally cannot commence Level 5 until the following year
LEVEL 4	FT	< 30 credits passed	FD	Student's status shall be terminated (Fail Discontinue) unless evidence through mitigating circumstances procedures or a review of academic performance confirms that deferred assessment or further opportunities to repeat should be available.
LEVEL 4	PTR (repeat level)	At least 90 passed and at least 120 completed. All required modules identified as 'must pass' in the Course Specification passed.	PP	Able to reenrol as a Full-Time student at Level 5 subject to having approved FT programme
LEVEL 4	PTR (repeat level)	At least 60 credits passed and at least 120 credits completed. All required modules identified as 'must pass' in the Course Specification passed.	PR	Able to reenrol subject to having approved FT programme; 30 further credits at Level 4 to be registered alongside the Level 5 programme.
LEVEL 4	PTR (repeat level)	Cannot progress as PR	FD	Student's status shall be terminated (Fail Discontinue) unless evidence through mitigating circumstances procedures or a review of academic performance confirms that deferred assessment or further opportunities to repeat should be available.

3. Level 5

The decisions below apply to students who enrol on undergraduate degree courses at Level 5 as Full Time or Part-Time Repeating for a full year. Students enrolling for only part of a year will have different arrangements. A student who enrols Full-Time at Level 5 and who does not satisfy the requirements to progress will normally have one further opportunity to complete the level. Home/EU students may enrol as with Mode of Attendance – Part Time Repeating on a Full-Time Programme; International students must normally enrol on a full-time programme. Failure to progress at the end of a repeated level will normally lead to the student's status being terminated (Fail Discontinue).

Level	MOA	Credits Achieved	Progress	Notes on Reenrolment etc
LEVEL 5	FT	At least 90 credits passed and at least 120 credits completed. All required modules identified as 'must pass' in the Course Specification passed and Level 4 satisfactorily completed.	PP	Able to reenrol at Level 6 subject to having approved FT programme
LEVEL 5	FT	At least 60 credits passed and at least 120 credits completed. All required modules identified as 'must pass' in the Course Specification passed.	PR	Able to reenrol at Level 6 subject to having approved FT programme; 30 further credits to be registered alongside the Level 6 programme.
LEVEL 5	FT	Cannot progress as PR but at least 30 credits passed.	RL	Must reenrol at Level 5 under Academic Probation; normally cannot commence Level 6 until the following year
LEVEL 5	FT	< 30 credits passed	FD	Student's status shall be terminated (Fail Discontinue) unless evidence through mitigating circumstances procedures or a review of academic performance confirms that deferred assessment or further opportunities to repeat should be available
LEVEL 5	PTR (repeat level)	At least 90 credits passed and at least 120 credits completed. All required modules identified as 'must pass' in the Course Specification passed and Level 4 satisfactorily completed.	PP	Able to reenrol as a Full Time student at Level 6 subject to having approved FT programme
LEVEL 5	PTR (repeat level)	At least 60 credits passed and at least 120 credits completed. All required modules identified as 'must pass' in the Course Specification passed.	PR	Able to reenrol subject to having approved FT programme; 30 further credits to be registered alongside the Level 6 programme.
LEVEL 5	PTR (repeat level)	Cannot progress as PR	FD	Student's status shall be terminated (Fail Discontinue) unless evidence through mitigating circumstances procedures or a review of academic performance confirms that deferred assessment or further opportunities to repeat should be available

3. Level 6

Students who are progressed from Level 5 to Level 6 are permitted to reenrol until they are no longer able to achieve their award; discontinuation will take place where a student:

- Exceeds the maximum period of registration (8 years for an undergraduate honours degree);
- Registers 360 credits at Level 5 and Level 6 without completing the award. Exceptionally students may be permitted to register further modules to achieve a non-Honours degree.
- Fails a required core module on two occasions and would need to retake again in order to complete the requirements for the award.

In addition, the Awards Board may receive requests to discontinue students who are making unsatisfactory academic progress under Section 8.1, Regulation 12.

10.8 Procedures for Appeal against Termination of a Student's Registration

Introduction

1 These Procedures are intended to provide a process whereby a student can appeal against a decision to terminate their registration as a student (e.g. discontinuation of studies).

2 No student appealing under these Procedures, whether successfully or otherwise, shall be treated less favourably than would have been the case had an appeal not been made.

3 A student who wishes to appeal against a decision of an Assessment Board in respect of the execution of the assessment process or mitigating circumstances for which the student was unable to disclose via the University's Mitigating Circumstances Procedures should refer to Section 10.4 of these regulations.

4 If a student wishes to present a complaint about the University, its courses or services or the individuals concerned in their delivery, the Student Complaints Procedure should be used. In cases where delay has occurred as a result of confusion over which is the correct procedure to follow, the date of the first enquiry shall be considered to be the date on which the appeal was lodged.

5 Where a student's appeal in part or whole would be more appropriately considered under the Complaints Procedure, the student will be informed of this and the appeal, in part or whole, will be reclassified as a complaint and forwarded on to the relevant complaint handler. The student will be informed of this and invited to submit a Complaint Form to clarify the nature of her/his complaint should s/he wish to do so.

6 The Director of Student Journey (or nominee) has overall responsibility for the Procedures for Appeal.

Appeal Procedures

7 These procedures are to be used to:

7.1 Appeal against the University's decision to terminate a student's registration or enrolment.

If when appealing against termination of their registration the appellant also believes they may have grounds for appeal against a decision of an assessment board, these details should be included in the appeal against termination of their registration. In such cases the decision of the Assessment Board will be reviewed under the processes set out in Section 10.4 and if successful, the decision to terminate a student's registration will be reconsidered by the Vice Chancellor or nominee.

Validity and Invalidity for all appeals

8 An appeal in respect of the exercise of academic or professional judgment; i.e. a decision made by academic staff on the quality of an assessment or the criteria being applied to mark the work, when arrived at through due process, shall be deemed invalid.

9 For an appeal to be valid it must:

9.1 Be made in writing on the appropriate Appeal Form[1];

9.2 Include all relevant, independent, supporting evidence, as appropriate;

9.3 Be dated and bear the full name, student number and signature of the student;

9.4 Be received within **ten** working days of the date of notification of the termination of registration. Appeals received after this deadline will be deemed invalid unless the appellant has demonstrated good reason for any period of delay;

9.5 Be submitted in person at a Student Hub; or, If submitted by post, it must be addressed and sent directly to the Student Casework Office. The University does not accept responsibility for the receipt or late delivery of appeals submitted by post.

10 For appeals against decisions of Assessment Boards as well as against the termination of a student's registration, notification of the the appeal must also list the title, code and affected component(s) of the module(s) concerned and specify the assessment period and academic year in respect of which the appeal is being made.

11 The Student Casework Office shall check each appeal against the criteria listed in 8 - 10 above. Any appeal that does not meet these criteria shall be deemed invalid.

Common reasons why appeals against decisions to terminate a student's registration are unsuccessful

12 The following list is not exhaustive but details the most common reasons why appeals are rejected or deemed to be invalid.

12.1 The appeal was received outside the deadline of ten working days from the notification of the termination of the student's registration without good reason and evidence for the delay (In cases where a delay is unavoidable, the appeal must be submitted as soon as possible after the deadline and must include an explanation and independent supporting evidence covering the entire period affected.)

12.2 The appeal does not relate to decision to terminate a student's registration

12.3 Although frequently cited in appeal applications, the following situations do not constitute valid grounds for appeal:

- The student disagrees with the academic judgement of an Assessment Board in assessing the merits of an item of academic work or the classification of a final award, where the Board's decision was reached in accordance with the regulations. *(In such circumstances the student should request feedback from the relevant tutor /module tutor.)*

- The student was ignorant of the published assessment regulations and procedures, including deadlines for the submission of assessments, claims of Mitigating Circumstances and Appeals against decisions of Assessment Boards.

[1] Appeal Forms can be downloaded from www.londonmet.ac.uk/appeals

- The student's academic performance was affected by poor teaching, supervision or guidance. *(In such circumstances the student should submit a complaint in accordance with the Student Complaints Procedure).*

Grounds of appeal against termination of a student's registration

13 Where a student's registration has been terminated in accordance with the General Student Regulations (Section 2 regulation 5) they have the right to submit an appeal to the Student Casework Office on the grounds that:

13.1 The University did not act in accordance with the relevant Regulations and/or Procedures in terminating the student's status; appeals under this ground may relate to:

- a procedural defect/irregularity in the assessment process or in the process undertaken to terminate the student's status;
- bias or perception of bias.

13.2 The student had been affected by circumstances which had a significant impact, but which, for good reason, they had previously been unable to disclose via the appropriate University procedures.

Such appeals must be made on a Termination of Student Registration Appeal Form and must:

- *identify the Regulations and/or Procedures contravened;*
- *explain the way in which the University's actions differed significantly from those set out under those Regulations and/or Procedure and/or;*
- *explain the circumstances which occurred and show how these significantly affected the student and why the student was previously unable to disclose these circumstances via the appropriate University Procedures;*
- *include independent third party evidence which corroborates the claim*
- *for appeals alleging bias or the perception of bias, a student will need to clearly state the basis of the appeal and provide evidence to support the claim that the decision to terminate his/her status has been carried out in a biased way or in a way that could reasonably be perceived as biased.*

14 The Student Casework Office shall review each application and determine its validity. Where an application is invalid the appeal shall not be considered.

15 All valid representations against termination of a student's registration will be considered on the basis of the appellant's written statement and supporting evidence.

Consideration of appeals against termination of student status

16 The Student Casework Office shall review each application and determine its validity. Where an application is invalid the appeal shall not be considered. The student will be notified of the reason(s) for the appeal being deemed invalid and will be issued with a Completion of Procedures email/letter.

17 The Student Casework Office shall consider each valid application and determine whether the ground(s) listed in 13.1 and 13.2 above has/have been clearly demonstrated and whether it is reasonable to uphold or reject the appeal. Such

consideration will be based on the student's statement and the evidence submitted in support of it. Information from staff members, other students or outside agencies may also be sought, as appropriate, by the Student Casework Office when considering an appeal.

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18 Having fully considered an appeal against termination of a student's registration the Student Casework Office may:

18.1 revoke the termination of the student's registration; or,

18.2 request further information and/or evidence;

18.3 set conditions that the student must meet before the termination is revoked; or;

18.4 reject the appeal and confirm the decision to terminate the student's registration as a student.

19 The Student Casework Office notify students of the outcome of their appeal by email; this will normally be within one month of the University receiving the appeal, however, where this proves not to be possible, the student will be notified of the progress of the consideration of the appeal

Review of the process of the appeal

20 Where an appeal is rejected, a student can request a review of the process undertaken in reaching the decision. The deadline for requesting a review will be two weeks from the notification of the outcome of the appeal. The student should set out her/his concerns clearly and succinctly and, where possible, provide evidence to substantiate the issues raised. The review will not entail a reconsideration of the appeal, but will confirm that the appropriate procedures were followed and that the decision to reject the appeal was reasonable. The review stage will not usually consider issues afresh or involve a further investigation. The request may include, but is not limited to:

20.1 A review of the procedures already followed;
20.2 A consideration of whether the outcome of the appeal was reasonable in all circumstances;
20.3 Consideration of new relevant evidence, which the student was unable, for valid reason(s), to provide earlier in the process.

21 The review will be undertaken by the Pro Vice-Chancellor (Academic Outcomes) or her/his nominee (who will have had no previous involvement with the appeal) and will be considered in writing on the basis of the appellant's original appeal statement and supporting evidence along with the review request statement and further evidence (if submitted); except where the Pro Vice-Chancellor (Academic Outcomes) determines that, in an individual case, it would not be in the interests of fairness to do so. In such a case the appellant may be invited to present their case orally.

22 The student will normally be notified of the outcome within 13 weeks of the appeal being received by the University; where this proves not to be possible, the student will be notified of the progress of the review to date.

23 If the review is successful, the original decision of the Student Casework Office will be set aside leading to a new outcome being determined; if the appeal remains rejected, the student will be notified of the reason(s) for this decision. In either case the student will be issued with a Completion of Procedures email/letter. See 24 below.

Concluding remarks

24 Under the Higher Education Act 2004 the University subscribes to the independent scheme for the review of student complaints. If a student is dissatisfied with the outcome of her/his appeal s/he may be able to apply for a review of their appeal to the Office of the Independent Adjudicator for students in Higher Education (OIA) providing that the complaint s/he takes to the OIA is eligible under its Rules. The University will confirm in writing to students, by way of a Completion of Procedures email/letter, when they have exhausted the University's internal procedures. At this point students may apply to the OIA if they wish.

25 Should compelling new evidence come to light, the Vice-Chancellor shall on behalf of the University, have the authority to re-open any appeal where it would be in the interests of fairness to do so. This authority shall normally only be exercised within six months of the conclusion of the relevant proceedings.

Note

26 Fraudulent appeals will lead the University to take action under its disciplinary procedures.