

Academic Regulations 2024-25

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1. Background and scope

- 1.1. These regulations explain how our courses are structured, and how we make decisions about your progression through the levels of your course, how we calculate your final mark and award classification.
- 1.2. There are a number of policies which work alongside the regulations, which are available in the General Student Policies part of the website. There is some reference to them through these academic regulations where relevant.
- 1.3. The related policies are as follows:
 - 1.3.1. Principles for Admissions
 - 1.3.2. Fitness to Study
 - 1.3.3. Mitigating Circumstances
 - 1.3.4. Student Appeals
 - 1.3.5. Student Complaints
 - 1.3.6. Academic Misconduct
 - 1.3.7. Student Conduct
 - 1.3.8. Examinations
- 1.4. These regulations apply to all taught courses at undergraduate and postgraduate level, but not postgraduate research courses. Certain sections only apply to a particular type of award or groups of awards as identified in those sections. Regulations for postgraduate research students are published and maintained separately.
- 1.5. These regulations apply to all courses run at London Metropolitan University as well as courses run with collaborative partners.
- 1.6. In these regulations, 'you' and 'your' mean the student or applicant relevant to the context; 'we', 'us' and 'our' mean London Metropolitan University.
- 1.7. Courses, their objectives and learning outcomes and competency standards, will be designed in line with the obligation on us to set no unnecessary barriers to access to higher education by disabled people. On the recommendation of Student Services, and following appropriate consultation with the School and, Student Services, we will make reasonable adjustments to teaching, learning and assessment arrangements for individual disabled students.

2. Making changes to the regulations

- 2.1. These regulations and related policies and procedures form a part of the contract between you and us. When you sign up to study with us, you agree to the regulations, policies, and procedures. We regularly review the regulations and will involve students in any proposed changes. Further information on how we make changes to these regulations are set out below.
- 2.2. We may also occasionally need to change the regulations for continuing students (that is, those who have already enrolled with us as a student at the time of the proposed change). If this is the case, we will provide those students with an opportunity to review the changes before they enrol on their next year of study. They will then be asked to confirm agreement with the revised regulations when they enrol the following year. If you are a continuing student and you believe you will be negatively affected by a change to the regulations, you may make a request in writing to the Dean of Students (or nominee) that an exceptional change is made to your programme of studies or an alternative remedy given to you to mitigate any specific detriment to you. We will notify all students of any changes and publish details on our website.
- 2.3. Where we need to make changes, it is likely these would be:
 - 2.3.1. non-material;
 - 2.3.2. beneficial to students; or
 - 2.3.3. reasonably required to address unanticipated circumstances that affect the quality, standards, or delivery of a course; or
 - 2.3.4. reasonably required to comply with a recommendation, direction or order made by a court, or by a sector regulator such as the Office for Students (OfS), the Quality Assurance Agency (QAA), the Office of the Independent Adjudicator (OIA);
 - 2.3.5. reasonably required by an external regulatory, validating, or accrediting body on specific courses; or
 - 2.3.6. reasonably required to comply with our legal obligations (including but not limited to health and safety obligations and equality obligations); or
 - 2.3.7. required as a result of circumstances outside of our control; or
 - 2.3.8. agreed by the majority of affected students directly or by their

representatives.

- 2.4. Where a course is part-time or a student will not complete within the usual period for their course, it may not be reasonably practicable to continue to apply previous versions of the regulations. Where this is the case, we may make changes to the regulations for affected students and these will usually take effect at the start of the academic year.

3. Definitions

- 3.1. There are a number of terms we frequently use in these regulations. We have defined their meaning below:
- 3.2. **Modules and credits** – a module is a specific block of learning, which is credit-rated and which contributes to a course or a number of courses. Modules at London Metropolitan University are usually 15, 20 or 30 credits. The number of credits represents the amount of learning hours, with 1 credit representing 10 hours.
- 3.3. **Courses and Levels** – London Metropolitan University runs courses, and you will be registered on one of them. Each course, or part of a course, which London Metropolitan University offers, is assigned a level in line with established sector regulation. The number of credits required at each level of an award is outlined in these regulations. Courses might also be referred to as programmes.
- 3.4. **Learning Outcomes** – each module, course and level of study has learning outcomes attached to it. These are skills and knowledge-based outcomes which you will be able to demonstrate if you pass the module.
- 3.5. **Award** – is the type of qualification you receive on successful completion of your course at London Metropolitan University – e.g. BA (Hons) or MSc. These awards meet criteria set out for all higher education providers.
- 3.6. **Core modules** for a course are compulsory and must be taken all students enrolled on that course.
- 3.7. **Option modules** are chosen by students from a range of modules.
- 3.8. A **prerequisite module** is a module which must already have been taken in order for a student to subsequently be able to take another module. Prerequisite modules may be set between levels of a course but not within a single level. In some cases, the module will also need to have been passed

to be able to take the other module. Details will appear in the module specification.

- 3.9. A **corequisite module** is a module which must be taken at the same time as another corequisite module. Corequisite modules may be set within a single level of a course.
- 3.10. A **Subject Standards Board** is a formal meeting of school staff and external examiners which agrees student module level marks, and ensures that due process has been undertaken in relation to the assessment process.
- 3.11. A **Progression and Award Board** is a formal meeting of school staff and external examiners which agrees student progression between course levels and agrees student awards. The Progression and Awards Board takes place after the Subject Standards Board has approved the module level marks.
- 3.12. **(First) marking** is the process of grading student work, which takes place soon after any assessment deadline.
- 3.13. **Second marking** is the process of checking that first marking is fair and consistent. A sample of the first marking is considered by a member of staff who has not been involved in first marking process.
- 3.14. Where allowed at a course level, an undergraduate student has passed nearly all of the modules at a level of study, they may be eligible for a condonement in other modules where they have achieved a narrow fail.
- 3.15. An **assessment component** is an individual piece of work you need to complete to demonstrate an understanding of the knowledge, skills and competencies taught in a module. It would normally consist of coursework, an examination, a performance, or some group work.
- 3.16. Many of our courses are approved or accredited by a Professional, Statutory or Regulatory Body, commonly known by the acronym PSRB. These are organisations, who normally represent a particular subject or profession, and advise or prescribe course content to enable successful students to gain their approval or gain the status to be able to work in a specific job role on completion of the course.

4. Course information and registration

4.1. General

- 4.1.1. This section of the regulations explains
 - 4.1.1.1. How our courses are structured;
 - 4.1.1.2. the maximum period of registration in which a student is normally expected to complete the award, including any break from studies (interruption/intermission) or other absence.
- 4.1.2. Most of our taught courses lead to an award (qualification). There is more information on awards in Section 8. However, the level of each award is determined by reference to the standards generally accepted in UK Higher Education and the qualifications descriptors in the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies agreed through the UK Standing Committee for Quality Assessment.
- 4.1.3. Each of our taught courses has a course specification, which provides key information on the course, and is agreed at the time that the course is approved through our course approval process. The course specification will be updated if any changes to your course are agreed through our course modification process. The course specification includes:
 - 4.1.3.1. the name of the course, the award/s and award title/s to which it leads, and its level and credit-rating;
 - 4.1.3.2. the aims and learning outcomes of the course in relation to appropriate national benchmarks;
 - 4.1.3.3. The modes of study which are available for the course (i.e. full time; part time etc);
 - 4.1.3.4. the standard and maximum duration and mode(s) of study of the course. These durations will be the same as the ones set out in the awards framework, which forms part of the regulations;
 - 4.1.3.5. an outline of the course curriculum and structure, including an indicative assessment scheme. Information on the modules is also provided via cross-reference to associated module specifications which provide the details of the modules;

- 4.1.3.6. the academic regulations or course specific regulations governing the admission, assessment and progression of students and the conferment of the relevant award/s and credit.
- 4.1.3.7. The course specification and module specifications are provided to students online and/or in the handbook for their course.
- 4.1.4. The expected and maximum durations of a course will:
 - 4.1.4.1. 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;
 - 4.1.4.2. take account of the length of time the curriculum and learning will remain current;
 - 4.1.4.3. reflect the right for students to have opportunities to make good any failure in an assessment, absence in an examination, or non-submission of assessed work;
 - 4.1.4.4. reflect the right of a student to interrupt their studies, subject to permission of the appropriate authorities, as set out in Section 3 of the Academic Regulations;
 - 4.1.4.5. take account of the length of time required for study which is not full-time throughout the course;
 - 4.1.4.6. 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;
 - 4.1.4.7. take account of whether courses are designed to fulfil the requirements of a professional or licensing body, even where these requirements are in addition to the achievement of the aims and learning outcomes of the University course;
 - 4.1.4.8. For apprenticeship courses, take into account any

additional time needed to undertake the End Point Assessment.

- 4.1.5. 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. Where this is the case, separate course structures may be used for each entry point.
- 4.1.6. A student may exceptionally be allowed by the Chair of the Awards Board to continue their study beyond the maximum length of their course. To apply for this extension, the student must submit valid reasons to the relevant School Office with the support of the relevant course leader or Academic Tutor.
- 4.1.7. The structure of a course will support progression of the student from the level of knowledge and skills required to enter the course, to meet the learning outcomes and the level required to qualify for the award.
- 4.1.8. The structure of a course will specify the level at which modules are normally required to be studied and which modules are prerequisite, corequisite, core and option modules. Unless approved at validation, the core modules will be identical for all entry points and locations of study. There may be some differences between optional modules at different entry points or where a course is offered with a collaborative partner.
- 4.1.9. Students will be able 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 registered.
- 4.1.10. Students who are unable, for valid reasons, to undertake or complete the required period of work experience on a sandwich course will be able to receive an alternative award, unless exemption from this has been granted. Normally, this will be the 3-year version of the course.
- 4.1.11. On courses leading to a professional qualification or accreditation, more than one award title might be approved in order to distinguish those students who have gained the academic award

and professional qualification or accreditation from those who have only completed the academic award.

- 4.1.12. A student's mode of study will be formally designated by us at the outset of their academic year. Their mode of study 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. Students will 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 will be able to switch between approved modes of study within 14 days of enrolment without needing to repeat parts of the course that they have already successfully completed.

4.2. Undergraduate Courses

- 4.2.1. A full-time programme of study at undergraduate level will normally comprise 120 credits in an academic year. Exceptionally, approval may be given for 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.
- 4.2.2. A part-time programme of study will be one comprising no more than 90 credits in an academic year.
- 4.2.3. Where a student is taking no more than 90 credits as they are repeating one or more modules from a previous year or do 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.
- 4.2.4. Modules on Preparatory courses are delivered at Level 3. These courses aim to equip learners with the learning skills necessary for progression to Level 4, and normally extends the duration of study from 3 years to 4 years. Preparatory level courses provide defined opportunities for transfer onto other educational or professional programmes at Level 4.

4.3. Graduate Certificate and Graduate Diploma courses

- 4.3.1. Our 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.
- 4.3.2. A full-time programme of study will normally comprise 60 credits in a semester.
- 4.3.3. A part-time programme of study will comprise no more than 90 credits in an academic year and no more than 45 credits in a semester.

4.4. Integrated Masters courses

- 4.4.1. A full-time Masters Level year of an Integrated Masters programme will normally comprise 60 credits in a semester (120 credits in an academic year).

4.5. Postgraduate Taught courses

- 4.5.1. At postgraduate taught level, a full-time programme of study will normally comprise 60 credits (normally 3 modules) in each semester and a dissertation module worth 60 credits completed in two semesters and the summer studies period. 60 credits denote 600 learning hours.
- 4.5.2. A part-time programme of study will normally be completed over a period of more than two semesters and the summer studies period.

4.6. Admission with prior credit

- 4.6.1. Applicants may transfer from one of our higher or further education courses to another, or from higher or further education courses

elsewhere, and bring their previously studied credit with them. The school into which the student wishes to transfer will consider the application, which will depend on the match of subjects previously studied with the course to which they are being admitted and the currency of credit gained previously.

- 4.6.2. Where a student is given admission with credit, the credit is normally recorded without marks and a student's classification will be based on their study with us. In exceptional circumstances, it is possible to agree for marks to be carried forward where the credit has been gained on a London Metropolitan University module or course.
- 4.6.3. Applicants seeking admission with credit to a later point than the start of the course will need to provide evidence of certificated learning at a more advanced level than the minimum entry requirements, as appropriate to the course to which entry is sought.
- 4.6.4. Applicants can request to seek admission to London Metropolitan University courses by demonstrating that their previous experience is the equivalent of credit at particular level (known as experiential learning). The selection procedures for this process may include an interview, production of a portfolio or an oral examination.
- 4.6.5. The minimum amount of credit that can be awarded is equivalent to one module at any level.
- 4.6.6. The maximum amount of credit that can be awarded is 50% of the credits required for a level 3 award or two thirds of the credits required for the intended award at all other levels.

4.7. Registration

- 4.7.1. All offer-holders must register as students and enrol on a programme/module(s) during the designated session notified to them by the University. Unenrolled students are not entitled to attend teaching or access any module and course materials.
- 4.7.2. The Chief Operating Officer may permit an offer-holder to provisionally register as a student and provisionally enrol subject to the condition that their tuition fees are paid in full or arrangements for payment that are acceptable to the University are made within a

certain period of time and in any event no later than eight weeks from their provisional registration. If the student fails to pay in full or make acceptable arrangements within the period stipulated their provisional registration shall be terminated.

- 4.7.3. In order to enrol or re-enrol for a subsequent year, students agree to be bound by all relevant regulations, procedures, policies and codes of conduct applicable to students, including but not limited to the Academic Regulations, the General Student Regulations and any relevant Course Specific Regulations.
- 4.7.4. Re-enrolling students are normally subject to any changes made to the academic regulations, and asked to agree to the changes as part of their reenrolment. Where this isn't the case, this will be outlined in the regulations.' A student is entitled to re-enrol for the subsequent academic year or session provided that they:
 - 4.7.4.1. are registered as a student of the University and they/their registration has not been suspended (or if they are suspended that the suspension will expire before the start of teaching on the programme of studies for which they wish to re-enrol). Students with an outstanding appeal being processed through our Casework team will not be eligible to register for the forthcoming academic year until such time as the outcome of the appeal is known
 - 4.7.4.2. are in good financial standing with the University. Good financial standing means that the student does not owe the University any money in respect of tuition fees. The University, at its discretion, may permit a student to enrol despite the fact they owe the University money and enrolment should not be considered proof that no money is owed or that any outstanding debt will not be enforced;
 - 4.7.4.3. remain fit to study;
 - 4.7.4.4. have made sufficient academic progress in accordance with the Academic Regulations; and
 - 4.7.4.5. have paid their tuition fees for the forthcoming year in full or made arrangements for payment that are acceptable to

the University before enrolment.

- 4.7.5. The University may allow a student to re-enrol on academic probation however, conditions will be applied to their re-enrolment to ensure their engagement (including, but not limited to, attendance) with their course.
- 4.7.6. Where a student has been suspended by the University for outstanding tuition fees or cannot re-enrol because of outstanding tuition fee debt and the tuition fee debt is paid after the last date of enrolment, they shall not normally be permitted to re-enrol until the next enrolment point for their course.
- 4.7.7. If a student does not re-enrol within 2 calendar months of their expected re-enrolment date and they have not applied for intermission, their registration may be terminated at the discretion of the Dean of Students (or nominee).
- 4.7.8. Your registration as a student at London Metropolitan University will conclude once you have completed your programme of study and been granted an award. It shall also be terminated in the following circumstances:
 - 4.7.8.1. You make a formal written request of your intention to withdraw, either through your school office or through an online task. Your date of withdrawal will be the date of completion of the task or receipt of your written request by the school office. Your last date of attendance shall normally be calculated as your last recorded access to the University;
 - 4.7.8.2. An assessment board determining that your academic progress would not enable you to successfully complete your course of study;
 - 4.7.8.3. A lack of attendance, as determined by a London Metropolitan University engagement panel;
 - 4.7.8.4. Where there is firm evidence to suggest that you have given false or misleading information in support of your application or enrolment (such as false information in regards to qualifications on entry);

- 4.7.8.5. Where you have taken a break from your studies of more than a calendar year without prior approval;
 - 4.7.8.6. Where you do not have (or no longer have) the right to study in the United Kingdom;
 - 4.7.8.7. Where you have committed a serious breach of one of the general student regulations or policies, the outcome of which leads to termination of study, such as student conduct; health and safety or criminal convictions;
 - 4.7.8.8. Where you have breached the Fees and Bursaries policy.
- 4.7.9. Where your student registration is terminated, you will no longer be a student of the University, and as a result, your enrolments will become inactive and you will be required to return any equipment belonging to the University. Where termination is before the end of week 6, relevant modules will be cancelled, including work which has been submitted.
- 4.7.10. Further details of the policies noted above are available on the webpages.
- 4.7.11. During your time at London Metropolitan University, you might experience something which impacts on your studies. We have a number of structures in place to support you, but even with this support, you might need to take time out of your studies. This is known as a Break in Studies. There are two types of Break in Studies, known as interruption and intermission.
- 4.7.12. Interruption – this is an approved break requested when you are not enrolled as a student at London Metropolitan University (i.e. between academic years)
- 4.7.13. Intermission – this is an approved break from studies whilst you are enrolled as a student at London Metropolitan University.
- 4.7.14. Approval of an interruption or intermission is via completion of an online form. It is also possible to apply for an interruption through the online reenrolment task. We would normally expect to see evidence that all necessary advice has been sought in respect of the implications for taking a break. In some circumstances, the request may be refused.

- 4.7.15. For an interruption, the break would normally be for one entire semester or an entire academic year (depending on the course structure). For an intermission, it may be for a shorter time period, though not for 3 weeks or less.
- 4.7.16. The interruption or intermission will contribute towards your total registration period.
- 4.7.17. If you are only permitted to be resident in the UK through a student visa, you cannot remain resident in the UK during an interruption or intermission. The University will inform the relevant authorities if a break is approved. There is no guarantee that a student will be permitted to return to the UK if the immigration rules change. It might also mean that the remaining time to study is impacted following a break in studies.
- 4.7.18. During a break in studies, you will remain registered as a student, but not normally have access to University premises and facilities.
- 4.7.19. You will need to inform us of your intention to return to your studies. If you fail to return after the agreed period, you will be deemed to have withdrawn and have your registration terminated. We may impose conditions of return.
- 4.7.20. You should continue to attend until a decision is made on your application for intermission.

4.8. Attendance

- 4.8.1. You must attend all timetabled sessions specified for your programme of study, including all lectures, tutorials, seminars etc. If you are not able to attend, you will need to request an absence through your course leader or, for International Students on a student visa, via the International Support and Compliance team.
- 4.8.2. Absences would be approved in the following circumstances:
- 4.8.2.1. Illness or an emergency;
 - 4.8.2.2. Unforeseen circumstances, such as network disruptions.
- 4.8.3. All absences must be approved by your course leader. Where absence has not been approved, we may have grounds to terminate

your registration with us or remove you from a specific module. No more than three approved absences can be accepted per module per semester.

- 4.8.4. Where an illness is related to an existing disability, it is recommended that you make contact with the Disability and Dyslexia Service, with whom you can discuss possible reasonable adjustments.
- 4.8.5. We may make alternative arrangements for tuition in cases such as transport closures or where government advice prohibits the campus from opening. We will endeavour to give you advanced warning in such cases.
- 4.8.6. Where 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 the conferment of awards; The Vice-Chancellor will determine an appropriate course of action.

5. Module information and assessment

5.1. General

- 5.1.1. Your programme of study is divided into a number of modules, and each of these modules has credit attached to it in line with a nationally agreed framework. The credit can be at different levels, from Level 3 (for a Foundation Year) through to Level 7 (for postgraduate taught modules).
- 5.1.2. According to your mode of study, you will be permitted to register on a number of credits per semester of an academic year. For a full-time student, this is usually 60 credits per semester, or 120 credits per academic year. You may occasionally study more or fewer credits in a year where you have been granted entry with prior learning, or where you need to retake a module alongside others you are studying for the first time. If you need to retake a module, it will be counted as another registration.
- 5.1.3. Part time students will study up to 90 credits per academic year.

- 5.1.4. Details of your module and the module assessment is provided in the module and course information, details of which are provided in Section 4 of the regulations.
- 5.1.5. Your programme of study will normally be designed so that, wherever possible, modules at a lower level are passed before those at a higher level are commenced. In some situations, and where approved by an assessment board, you may study a mixture of modules at two different levels.
- 5.1.6. You will not be permitted to study modules which are not part of your course of study, although in some courses there are options to study University Extension of Knowledge modules or open language modules as options, if specified on the course specification.
- 5.1.7. Some modules are designed to be pre-requisite modules for another module at a higher level. Where this is the case, you will normally need to pass the pre-requisite module before commencing study on the higher level module. If you simply need to have studied the pre-requisite module, this will be clarified on the module specification.
- 5.1.8. Module assessment requirements are outlined in the module specification. In most cases, you will need to attempt and pass the assessment for each module. If there is a specific module or assessment component which has to be passed, details of this will appear in the module or course specification.
- 5.1.9. Details of the module assessment are contained within each module specification, including the weighting of each item of assessed work (known as 'assessment components') in the module where there is more than one component. You will also be provided with an assessment deadline for each component which you will need to meet.
- 5.1.10. You will be offered an opportunity to be assessed in each module in your approved programme of study in the semester in which the module is studied. You are required to attempt all assessment components for each module. If you do not submit work for an assessment component or do not attend an examination, a mark of zero will be recorded for that component or examination

unless you have an accepted claim for mitigating circumstances

- 5.1.11. The mark you achieve from each assessment component will be reported as a percentage and aggregated according to the weightings specified in the module specification to produce an overall mark for the module. Module marks are rounded to the nearest whole number.
- 5.1.12. The pass mark for an undergraduate module is 40%; for a postgraduate module it is 50%. In order to pass a module and be awarded the associated credit, you must achieve an overall module mark of at least the pass mark and have met any additional requirements which are specified for that module in the module specification.
- 5.1.13. We take all reasonable steps to ensure that our assessment is inclusive and accessible for all students. Where a student is unable to be assessed through the agreed methods, alternative methods of assessment of the learning outcomes will be made available. Where an Individual Needs Assessment 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 will approve an alternative assessment task, following on from a proposal from a module leader.
- 5.1.14. We would normally expect to sign off alternative assessment at least 8 weeks prior to the due date or no later than week four of the teaching period, whichever is the later. Confirmation of the alternative assessment will need to be communicated with the staff organising examinations.

5.2. Marking

- 5.2.1. Academic schools are responsible for ensuring that the marking of student work is undertaken in a timely way which allows all student marks to be considered at the relevant Subject Standards Board. Internal markers (examiners) are normally members of University staff with responsibility for marking items of assessed work on which they have competence. They mark work objectively in line with

marking criteria. This process is known as first marking.

- 5.2.2. Once first marking has occurred, then schools need to organise for second marking to take place. The purpose of second marking is:
 - 5.2.2.1. To perform a moderating role;
 - 5.2.2.2. To ensure consistency of marking;
 - 5.2.2.3. To examine special cases;
 - 5.2.2.4. To give confidence to students that marking will be objective and impartial.
- 5.2.3. Each module will be assigned a second marker, who will mark at least 20% of the work submitted, or a minimum of 10 items for postgraduate dissertations or 20 items for all other assessments (whichever is higher). If there are fewer than the minimum number of items required, then the total number of items will be moderated.
- 5.2.4. The sample must include items from each first marker (in situations where there is more than one) - and cover a whole range of marks and fails.
- 5.2.5. At Level 4, all work falling within the 35-45% range will be second marked.
- 5.2.6. If there is a disagreement over marking, the first and second marker will try to reach a consensus by discussion. If this fails, the Chair of the relevant Subject Standards Board will be responsible for finding a suitable course of action, such as identifying a third marker.
- 5.2.7. Feedback on all items of assessed coursework will be given to students. Feedback on examinations will be made available on request.
- 5.2.8. Marking will usually be reported in percentage marks. All marks are provisional until such time as they have been formally ratified through a Subject Standards Board.
- 5.2.9. If you are a student at another University overseas, and undertake modules at London Metropolitan University through a study abroad scheme, we will convert your London Metropolitan University marks to ECTS grades when you return to your home institution. Details are provided in Appendix A.
- 5.2.10. If London Metropolitan University is your home institution and

you undertake modules at another institution through a Study Abroad scheme, we will convert your ECTS grades to London Metropolitan University marks when you return to London Metropolitan University. Details of this are in Appendix A.

6. Assessment Boards

- 6.1. The consideration of your overall performance during an academic year is managed through an Assessment Board, which is held at least once a year for each programme of study. There are two types of boards – Subject Standards Boards, which look at module performance, and higher-level Progression and Award Boards which consider your entire results profile and make decisions about progression to the following year or about your final degree award. The Progression and Award Board would normally be chaired by the Head of School. The Boards will consider and ratify results from on campus students, as well as those taught through our collaborative partners and wholly online.
- 6.2. Every module at Level 5 and above has an external examiner attached to it. Some modules at other levels may also have an external examiner if required by a Professional, Regulatory or Statutory Body to do so. This role is undertaken by either an academic member of staff from another University (or equivalent), or sometimes by someone with a background in specific industry or area of employment connected to the subject taught. There is a nomination process to ensure that the examiner is appropriately qualified and sufficiently objective enough to undertake the work. The role of the examiner is to approve all assessment tasks, look at a sample of marked work, and consider data around module and course performance, ensuring that justice is done to the individual student and that the standards of the University's awards are confirmed. The sample will normally 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 will 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 will normally exclude coursework submitted before teaching week 8 as this is returned to students within the

semester/academic year for feedback purposes. Examiners provide an annual report on their findings. Further details around external examiners can be found in the Quality Manual.

- 6.3. Heads of School are responsible for ensuring that marking is undertaken in a timely manner, external examiners are in place to cover all modules, and that the assessment process as a whole operates smoothly.
- 6.4. The academic judgements of Subject Standards Boards will be final, subject to the right of a student to appeal against the decision of an Assessment Board on certain grounds. Where marks are the subject of an upheld academic appeal against a decision of a Progression and Award Board, any resulting action will be progressed through a Subject Standards Board, although a Progression and Award Board may need to confer an alternative award.
- 6.5. The Progression and Award Assessment Board is responsible for conferring (approving) awards for all taught provision of the University. Awards will be conferred on the basis of the marks confirmed by Subject Standards Boards, and will have no power to change marks. However, where a student profile allows for a change to a progression or award decision, then the Progression and Award Board can make this decision. The Board will confer an award at the first point when a student becomes eligible.
- 6.6. The Progression and Award Assessment 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 this award.
- 6.7. No other body will confer awards of the University, with the exception of research degrees and honorary degrees.
- 6.8. Should the Progression and Award Board not be able to reach a consensus, the Chair may make a decision via a majority vote. However, on matters of principle and at the request of the external examiners, the Chair may decide to refer the matter to the Chair of Academic Board.
- 6.9. Any matters discussed or considered in relation to an individual student by an Assessment Board is strictly confidential until such time as results have been formally ratified and published.
- 6.10. In order for marks and outcomes to be formally published, the Chair of the

Subject Standards Board will need to confirm that second marking has occurred and that External Examiners have reviewed an appropriate sample of the student work and confirmed that standards are appropriate. Should there be any outstanding decisions or confirmation required from either a Subject Standards Board or a Progression and Awards Board meeting, the Board will agree explicit arrangements for delegating any outstanding decisions to the Chair and Vice Chair. Any decisions signed off by the Chair between meetings will be reported to the Board's next full meeting.

- 6.11. No student may be a member of a Subject Standards Board or Progression and Award Board meeting, 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 this institution or elsewhere, this shall not in itself disqualify that person from carrying out normal examining commitments.
- 6.12. If an internal or external examiner has a close family or other relationship with a student being examined by a Progression and Award Assessment Board or Subject Standards Board of which the internal or external examiner is a member, they should discuss the matter with the relevant Head of School and will normally take no part in the discussion of that particular student.
- 6.13. Where an external examiner finds serious inconsistencies with our marking and believes that this might have an impact on standards, they can request that all affected work is remarked. This would entail the remarking of all work in the module or by the same marker, not simply the sample the examiner has seen.
- 6.14. Grounds for student appeal in relation to a decision of an Assessment Board are available through the General Student Policies.

7. Award credits and calculations

- 7.1. The stated aims and learning outcomes of a course are the objectives that the curriculum, structure, and teaching methods are designed to fulfil. To pass a course, a student must achieve the learning outcomes. The assessment scheme of a course will be designed to test whether the learning outcomes have been achieved.

- 7.2. The course aims and learning outcomes will 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. The aims and learning outcomes will be recorded in the course specification.
- 7.3. In courses leading to professional qualifications and/or licences to practise, some components of both study or work experience may have dual aims and learning outcomes, satisfying both the University's requirements and professional requirements. Other components may be designed to satisfy either one or the other.
- 7.4. If a course is of sufficient length, it will 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 will ensure that all students have the opportunity to qualify for the highest award that the course leads to, if they meet the learning outcomes and academic requirements of the course. Students who do not achieve the highest award but achieve the learning outcomes appropriate to a lower level of award will qualify for the lower award.
- 7.5. Study at Levels 3, 4, 5 and 6 will be based on a teaching year comprising 24 weeks of structured support for learning. In some cases this might be supported by a summer studies period. Study at Level 7 will be based on a teaching year comprised of two semesters of 12 weeks each and, where appropriate, a study period of 18 weeks for the advanced research project. In some awards, such as Foundation Degrees, sandwich degrees or degree apprenticeships, one or more periods of work-based learning will be integrated into the course structure. Modules may be undertaken by February or July start students in a different order to those commencing their study in September. Further information regarding course structures is available in Section 4, and term dates are published in advance.
- 7.6. Standard modules will be worth:
- 7.6.1. Either 15 or 30 credits, or multiples thereof, at undergraduate level (Levels 3,4,5,6);
 - 7.6.2. 20 credits at Masters Level (Level 7)
- 7.7. Larger and smaller modules contribute proportionately to the calculation of a

student's overall mark.

- 7.8. 15 and 20 credit modules are normally delivered in a single semester; 30 credit modules are delivered over a full academic year. It is possible for modules to be delivered over a more extended or intensive time period, though this would need to be agreed at course approval and be feasible to timetable effectively.
- 7.9. Modules contribute proportionately to the calculation of a student's overall mark.
- 7.10. Your final award classification will be determined as follows:

Award	Requirements for award	Award classification
Certificate of Higher Education	120 credits at Level 4. Up to 30 credits may be condoned.	n/a
Certificate of Higher Education	An average mark of at least 40% over the best 120 credits at Level 4	Pass
Certificate of Higher Education	An average mark of at least 60% over the best 120 credits at Level 4	With Merit
Certificate of Higher Education	An average mark of at least 70% over the best 120 credits at Level 4	With Distinction

Award	Requirements for award	Award classification
Higher National Certificate (HNC)	<p>120 credits at Level 4</p> <p>Passed any required modules where course specific regulations require it</p> <p>Up to 15 credits at Level 4 may be condoned</p>	<p>Meet all learning outcomes at satisfactory level, award of Pass</p> <p>Pass (An average mark of at least 40% over the best 120 credits at Level 5)</p> <p>With Merit (An average mark of at least 60% over the best 120 credits at Level 5)</p> <p>With Distinction (An average mark of at least 70% over the best 120 credits at Level 5)</p>
Foundation Degree	<p>120 credits at Level 4 and Level 5. Pass any work based elements on the course</p> <p>Up to 30 credits at Level 4 may be condoned</p> <p>Up to 15 credits at Level 5 may be condoned</p>	n/a
Foundation Degree	An average mark of at least 40% over the best 120 credits at Level 5	Pass

Award	Requirements for award	Award classification
Foundation Degree	An average mark of at least 60% over the best 120 credits at Level 5	With Merit
Foundation Degree	An average mark of at least 70% over the best 120 credits at Level 5	With Distinction
Diploma of Higher Education	<p>120 credits at Level 4 and Level 5</p> <p>Passed any required modules where course specific regulations require it</p> <p>Up to 30 credits at Level 4 may be condoned</p> <p>Up to 15 credits at Level 5 may be condoned</p>	<p>Pass (An average mark of at least 40% over the best 120 credits at Level 5)</p> <p>With Merit (An average mark of at least 60% over the best 120 credits at Level 5)</p> <p>With Distinction (An average mark of at least 70% over the best 120 credits at Level 5)</p>

Award	Requirements for award	Award classification
Higher National Diploma	<p>120 credits at Level 4 and Level 5</p> <p>Passed any required modules where course specific regulations require it</p> <p>Up to 15 credits at Level 5 may be condoned</p>	<p>Meet all learning outcomes at satisfactory level, award of Pass and:</p> <p>Pass (An average mark of at least 40% over the best 120 credits at Level 5)</p> <p>With Merit (An average mark of at least 60% over the best 120 credits at Level 5)</p> <p>With Distinction (An average mark of at least 70% over the best 120 credits at Level 5)</p>

Award	Requirements for award	Award classification
Unclassified Bachelors Degree	120 credits at Level 4 and 5 60 credits at Level 6 Up to 30 credits may be condoned at Level 4 Up to 15 credits may be condoned at Level 5 Passed any required modules where course specific regulations require it	<p>Students with an average mark of between 40-59.99% for at least 120 credits at Level 5 and at least 60 credits at Level 6 will receive an unclassified bachelor's degree with a Pass;</p> <p>Students with an average mark of between 60-69.99% for at least 120 credits at Level 5 and at least 60 credits at Level 6 will receive an unclassified bachelor's degree with a Merit;</p> <p>Students with an average mark of over 70% for at least 120 credits at Level 5 and at least 60 credits at Level 6 will receive an unclassified bachelor's degree with a Distinction.</p>

Award	Requirements for award	Award classification
Bachelors Honours Degree	<p>120 credits at Levels 4,5 and 6</p> <p>Completed a module designated as project or equivalent and any other required modules where course regulations require it</p> <p>Up to 30 credits at Level 4 may be condoned</p> <p>Up to 30 credits at Level 5 and Level 6 may be condoned</p> <p>The classification average is calculated from the average of the best 90 credits at Level 6 weighted at two thirds, and the average of the next best 90 credits at Level 5 or 6 weighted at one third</p>	<p>First class (69.5% and above)</p> <p>Second class upper division (59.5% - 69.49%)</p> <p>Second class lower division (49.5%- 59.49%)</p> <p>Third class (39.5% - 49.49%)</p> <p>Fail (0% - 39.49%)</p>

- 7.11. On some courses, course specific regulations may be agreed, particularly where there is a need in order to meet requirements from a Professional, Statutory or Regulatory Body. Details of this will be available in course and module specifications.
- 7.12. If you have been admitted with advanced standing (approved credit from previous studies/experience that counts towards your study at London Metropolitan University) to Level 5 and have partial exemption from Level 5 through APL, you must have been awarded the remaining credits at Level 5

and 120 credits at Level 6 to qualify for the award of a Bachelors degree with Honours.

- 7.13. Your classification average will be calculated from fewer modules. The average mark for the best 90 credits at Level 6 (120 credits for placement awards) will be weighted at two thirds in the classification average. The average mark for the level 5 credits studied at London Metropolitan University (this will not include any advanced standing credit) will be weighted at one third in the classification average.
- 7.14. Where a student enters London Met with advanced standing at Level 5 or 6, a maximum of 15 credits may be condoned across Levels 5 and 6.
- 7.15. If you have been admitted with advanced standing to Level 6, to achieve an award you must:
 - 7.15.1. have been awarded 105 credits at Level 6 from London Metropolitan University to qualify for the award of a Bachelors degree without Honours. Up to 15 credits at Level 6 may be condoned.
 - 7.15.2. have been awarded 120 credits at Level 6 from London Metropolitan University to qualify for the award of a Bachelors degree with honours. Up to 15 credits at Level 6 may be condoned. Your classification average will be calculated from the best 90 credits at Level 6.
- 7.16. If your classification average falls no more than 0.5% short of the next highest classification boundary, the distribution of the marks you have achieved in credits at Level 5 and Level 6 will be considered. If the marks for at 90 of the credits contributing to the award fall within a higher class than your overall average mark, your classification will be raised by one class above that indicated by the classification average. This means that:
 - 7.16.1. If you are taking 240 credits at Levels 5 and 6, you will require 90 credits in the higher class in order to have your classification raised;
 - 7.16.2. If you are a student on a sandwich programme who takes a total of 270 credits at Levels 5 and 6, you will require 105 in the higher class in order to have your classification raised;
 - 7.16.3. If you are a student entering Level 6 with advanced standing

and 120 credits, you will require 60 credits in the higher class in order to have your classification raised.

- 7.17. 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.
- 7.18. If you undertake modules at London Metropolitan University through a study exchange scheme, we will convert your London Metropolitan University module marks to ECTS grades when you return to your home institution. Further details are available in Appendix A.
- 7.19. Students on apprenticeship courses will be awarded an academic award on successful completion of the taught modules, but will only be awarded their apprenticeship once they have completed their End Point Assessment (EPA).

8. Undergraduate awards

8.1. General

8.1.1. This section of the regulations provides:

- 8.1.1.1. a description of the knowledge, understanding, skills, values and attitudes that the holder of an award at that level will have developed;
- 8.1.1.2. the number and level of credits required for the award;
- 8.1.1.3. the level of the award;

8.2. Level 3 awards - Preparatory Certificates and Diplomas

- 8.2.1. These provide preparation for entry to study at Higher Education (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).
- 8.2.2. Preparatory Certificates and Diplomas are given in a named subject, but are not classified. There is no condoned credit permitted at Preparatory Certificate Level; up to 30 credits of condoned credit is allowed at Preparatory Diploma level.
- 8.2.3. University Certificates are available for the achievement of 30 credits at Levels 3, 4, 5 or 6. They are not classified, and not eligible for

condonement. They are generally not named, although it is possible to have a named award if specifically approved as part of the programme validation event.

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Standard period of registration	Maximum period of registration
University Certificate	3 or above	30 credits at Level 3 or above	n/a	1 semester	3 years
University Certificate (Work Based Learning)	3 or above	30 credits at Level 3 or above	n/a	1 semester	3 years
Preparatory Certificate	3	60 credits at Level 3	n/a	6 months	2 years
Preparatory Diploma	3	120 credits at Level 3	n/a	1 year	3 years

8.3. Level 4 awards

8.3.1. 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. They 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)

will achieve these outcomes in a work context. (Source: QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies)

- 8.3.2. Certificates of Higher Education are available for students who achieve a minimum of 120 credits at level 4. They are named awards and can be awarded with a merit (with an average mark of at least 60% over the best 120 credits at Level 4) or distinction (with an average mark over 70% over the best 120 credits at level 4). Up to 30 credits can be condoned.
- 8.3.3. Higher National Certificates (HNCs) are awarded to students on a course meeting the requirements of Pearson, an independent awarding body, and require students to complete an approved course of study and achieve 120 credits at Level 4. Up to 15 credits at Level 4 may be condoned.

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Standard period of registration	Maximum period of registration
University Certificate	4	30 credits at Level 4 or above	22.5	1 year	3 years
University Certificate (Work-Based Learning)	4	30 credits at Level 4 or above	22.5	1 year	3 years
Certificate of Higher Education (Foundation Degree) (CertHE (FD))	4	120 credits at Level 4	60	1 year	4 years
Certificate of Higher Education (CertHE)	4	120 credits at Level 4	60	1 year	4 years
Certificate in Professional Development	4	45 credits at Level 4	22.5	1 year	3 years
Higher National Certificate (HNC)	4	120 credits at Level 4 or above on approved course	60	1 year	3 years

8.4. Level 5 awards

8.4.1. 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. (Source: QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies)

8.5. Foundation Degrees

- 8.5.1. 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, although remain subject to the arrangements for managing quality and standards of taught provision.
- 8.5.2. Each Foundation Degree courses will be designed so that on successful completion students can move directly onto Level 6 of at least one named honours degree without the need for additional formal study. In some cases, in order for a student to move onto a specific Level 6 honours degree programme, they will need to obtain a specific overall pass mark. Students may also need to undertake a bridging course to support with the transition from Level 5 to Level 6, which will be non-credit rated.
- 8.5.3. A Foundation Degree course will include:
 - 8.5.3.1. 120 credits of core modules at Level 4;
 - 8.5.3.2. 120 credits of modules at Level 5.
- 8.5.4. Students may receive a Foundation Degree (Arts) or a Foundation Degree (Science), as specified at validation. The award of Foundation Degree (Arts) (FDA) will 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) (FDS) will

be associated with social science, computing, science or mathematics and their applications.

- 8.5.5. Students with an average mark of <60% for the best 120 credits at level 5 will be awarded a pass; those with an average mark over 60% for the best 120 credits at Level 5 will be awarded a Merit; those with an average over 70% for the best 120 credits at Level 5 will be awarded a Distinction.
- 8.5.6. Up to 30 credits can be condoned at Level 4; up to 15 credits can be condoned at Level 5.

8.6. Diploma of Higher Education

- 8.6.1. A Dip HE is usually unnamed, but can be named if this was agreed when the course was approved. Up to 30 credits at Level 4 can be condoned; up to 15 credits at Level 5 can be condoned.
- 8.6.2. Students with an average mark of <60% for the best 120 credits at Level 5 will be awarded a pass; those with an average mark over 60% for the best 120 credits at Level 5 will be awarded a Merit; those with an average over 70% for the best 120 credits at Level 5 will be awarded a Distinction.

8.7. Higher National Diploma

- 8.7.1. Higher National Diplomas (HNDs) are awarded to students on a course meeting the requirements of Pearson, an independent awarding body, and require students to complete an approved course of study and achieve 120 credits at Level 4 and Level 5. Up to 15 credits at Level 5 may be condoned.

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Standard period of registration	Maximum period of registration
Intermediate Diploma (Work-Based Learning)	5	45 credits at Level 5	22.5	1 year	2 years
University Diploma	5	120 credits at Level 4 and 45 credits at Level 5	82.5	2 years	5 years
Diploma of Higher Education (DipHE)	5	240 credits, min 120 credits at Level 5	120	2 years	5 years

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Standard period of registration	Maximum period of registration
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.	5	120 credits at Level 4 and 120 credits at Level 5	120	2 years	5 years
Intermediate Diploma in Professional Development	5	45 credits at Level 5	22.5	1 year	3 years
Higher National Diploma	5	120 credits at Level 4 120 credits at Level 5	120	2 years	5 years

8.8. Level 6 awards

8.8.1. 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.

- 8.8.2. Undergraduate honours degrees are structured as follows:
 - 8.8.2.1. All undergraduate awards are single honours;
 - 8.8.2.2. Courses are made up of 120 credits at Level 4, 5, and 6;
 - 8.8.2.3. At Level 4, all modules will be core;
 - 8.8.2.4. At Levels 5 and 6, the balance of core and optional modules will be determined as part of the approval process. These may include work related learning or extension of learning modules if they are identified at course approval as an option;
 - 8.8.2.5. All courses leading to an Honours Degree must include at least 15 credits of modules identified as a 'project or equivalent', preferably at Level 6;
 - 8.8.2.6. Up to 30 credits at Level 4 can be condoned; with another 30 credits able to be condoned across Levels 5 and 6. Further information on this can be found in the specific award descriptions.
- 8.8.3. Students may receive a Bachelor of Arts, Bachelor of Science, Bachelor of Laws, or Bachelor of Engineering.
- 8.8.4. The award of Bachelor of Arts (BA) will 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.
- 8.8.5. The award of Bachelor of Science (BSc) will be associated with social science, computing, science or mathematics and their applications.

- 8.8.6. The award of Bachelor of Laws (LLB) will be reserved for undergraduate courses of specialised study in law.
- 8.8.7. The award of Bachelor of Engineering (BEng) will be reserved for undergraduate courses of specialised study in engineering.
(Source: QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies)

8.9. Graduate Certificate and Graduate Diploma courses

- 8.9.1. These are designed to prepare students for progression to Masters level work or equivalent professional work. The courses may equip students with a first degree with the knowledge and skills in a different subject area to that of their first degree; they might refresh and improve knowledge from a first degree in a similar subject area where there has been a gap since the first study; or they can provide a bridge to Master's study to students with appropriate professional experience but no first degree.

8.10. Professional Graduate Certificate in Education (PGCE)

- 8.10.1. This is an award for students who complete a formal teaching qualification.

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Standard period of registration	Maximum period of registration
Unclassified Bachelor of Arts (BA) Unclassified Bachelor of Science (BSc) Unclassified	6	Minimum of 300 credits overall to include: Maximum 120 credits at Level 4;	150	3 years	6 years

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Standard period of registration	Maximum period of registration
Bachelor of Laws (LLB) Unclassified Bachelor of Engineering (BEng)		120 credits at Level 5; Minimum 60 credits at Level 6			
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)	6	360 credits overall to include: max 120 credits at Level 4, min 90 credits at Level 6	180	3 years	6 years
Professional Graduate Certificate in	6	120 credits at level 6	60	1 year	2 years

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Standard period of registration	Maximum period of registration
Education (PGCE)					
Graduate Certificate	6	60 credits, minimum 30 credits at Level 6	30	1 year	2 years
Graduate Diploma	6	120 credits, minimum 60 credits at Level 6	60	1 year	5 years
Diploma in Professional Development	6	45 credits at Level 6	22.5	1 year	3 years

9. Undergraduate student progression, reassessment, and compensation

9.1. General

9.1.1. In order to pass a module and be awarded the associated credit, you will need to achieve at least a pass mark (normally 40%) overall and meet any additional requirements that are specified for the module.

9.1.2. To progress through the levels of your undergraduate study, you will normally need to pass all 120 credits at each level before progressing onto the next. There are, however, a number of ways in which this can be achieved, and a few examples where this isn't the case. The section below provides further information on this.

9.1.3. The easiest way to achieve the pass mark is to achieve the pass mark of 40% in every assessment component stipulated in the

course or module specification. Marks for each assessment component will be weighted as specified in the module specification in order to produce the overall mark for the module marks are rounded to the nearest whole number.

- 9.1.4. Some assessment components or entire modules may be marked as pass/fail, or simply require engagement or completion. An example of this type of module would be the completion of a set number of placement hours. In modules with a pass/fail, you would still need to pass every component to pass the module, however it is marked.
- 9.1.5. In order to complete a level and progress, you must pass any modules that the course specific regulations specify must be passed in addition to the progression requirements for each level of study set out in the course information.
- 9.1.6. To progress from Level 3 to Level 4 of an extended degree, you will normally be expected to have been awarded 120 credits at Level 3. At the discretion of the Dean of Students (or nominee), a student can progress from Level 3 to Level 4 of an extended degree having been awarded 90 credits without the need to carry the additional 30 credits forward into Level 4.
- 9.1.7. To progress from Level 4 to Level 5 of a Foundation degree or an Undergraduate degree, you must have been awarded 120 credits at Level 4.
- 9.1.8. To progress from Level 5 to Level 6 of an Undergraduate degree, you must normally have satisfied the requirements for Level 4 and been awarded 120 credits at Level 5.
- 9.1.9. If you have met the requirements set out above, you will receive a progression decision of PP –Pass Progress and be permitted to re-enrol at the next level.

9.2. Condonement

- 9.2.1. Condonement enables you to progress through your programme and achieve an award by allowing a small amount of failure if your overall performance is good. If you fail one or more modules of up to

30 credits within a Level, that failure may be eligible to be condoned. Details of the amount of credit which can be condoned is provided in Section 8 of the regulations alongside details of the undergraduate awards.

- 9.2.2. In order to be condoned, you must achieve a module mark of at least 30% in a failed module for it to be condoned. If you have more than 30 credits of modules in the condonable range (i.e. with marks of 30%-39%), the 30 credits with the highest marks will be eligible for condonement. If a failed module is condoned, you will be awarded the credit for that module. The module mark will not be changed, and your module result will be recorded as Condoned Fail.
- 9.2.3. Failure cannot be condoned for any modules that course specific regulations specify must be passed.
- 9.2.4. If you have not been awarded 120 credits within Levels 3, 4 or 5 (including any credits awarded through condonement) but have been awarded at least 90 credits, you will be permitted to conditionally progress to the next level of your course.
- 9.2.5. You will receive a progression decision of PR –Conditional Progression, One Module Outstanding and you will be given an agreed programme of modules providing you with the opportunity to redeem the failure in the outstanding module(s) from the lower level.
- 9.2.6. You will not normally be able to progress to any later levels of the course unless you have passed the outstanding module(s). In exceptional circumstances, at the discretion of the Deputy Vice Chancellor, you will be able to progress to the later levels of the course without passing outstanding module(s). Some courses do not permit conditional progression. Where this is the case, this will be specified in course specific regulations.

9.3. Reassessment

- 9.3.1. If you fail a module, you will be expected to undertake reassessment in all of the failed assessment components where you achieved a mark lower than 40%, unless you are eligible for condonement. You are not entitled to be reassessed in any assessment component

which you have passed.

9.4. In year reassessment

9.4.1. If you are a Level 3 or 4 student, you may be entitled to resubmit your reassessment in year. The process enables you to receive feedback on your first failed submission to support a reassessment within 10 days. It applies in the following circumstances:

9.4.1.1. The failed component is coursework (not an exam or presentation);

9.4.1.2. The original deadline date is before 31 March in any given year;

9.4.1.3. You made a submission before the original deadline but your mark was lower than 40%;

9.4.1.4. The mark for in-year reassessment will not be capped.

9.4.2. This in year reassessment is optional, and you will still receive an opportunity to take the formal reassessment at reassessment point each July in addition to the in year reassessment. There is no option for mitigating circumstances for in-year reassessment.

9.5. End of year Reassessment

9.5.1. All students are entitled to an end of year reassessment for coursework, examinations, projects, and portfolios, even where you have failed an in-year reassessment you were eligible for. The end of year reassessment will normally take place during July. The mark for passing a reassessed component will be capped at 40%.

9.5.2. For Level 6 February start students, your reassessment period will take place in the May following the completion of your course. At lower levels, the reassessment period will take place in July.

9.5.3. If you pass a component following reassessment, the mark for that component will be capped at 40%, except where capping would lead to a failing mark for the module but an uncapped mark would lead to a pass. In this case, the module will be recorded as passed with a capped mark of 40%, except where a requirement to pass specific components prevent this.

9.5.4. Following completion of all available reassessments, a revised

overall module mark will be calculated. The higher mark from your first attempt or reassessment for each component will be used in the calculation of your overall mark and weighted in accordance with the module specification.

- 9.5.5. If you are given a further reassessment opportunity following the summer resit period, it must be taken at the earliest opportunity point when the module is offered in the following academic year. This will mean that you are taking the assessment at the same time as the students who are undertaking it for the first time in the next academic year.
- 9.5.6. If you are permitted to progress from Level 5 to Level 6, you will be permitted to re-enrol until you are no longer able to achieve the Honours Degree award; discontinuation will take place where you:
 - 9.5.6.1. Exceed the maximum registration period;
 - 9.5.6.2. Fail a core module on two occasions and would need to repeat the module in order to complete the requirements for the award;
 - 9.5.6.3. You make unsatisfactory progress towards your award.
- 9.5.7. Reassessment for coursework, project or portfolio and examinations will normally involve a new assessment task, unless the nature of the task means that it is not possible.

10. Undergraduate repeat

- 10.1. If you do not pass a module following reassessment, you will normally be entitled to repeat the module with tuition on one occasion. Repeating a module with tuition means re-registering for the module, paying any tuition required for registration, following the course of tuition offered and attempting all the items of assessed work, including any which you have previously passed.
- 10.2. Marks for your first attempt at assessment components of a module that you repeat with tuition are not capped. However, all other provisions around condonement and capping of marks for a reassessment will apply, as outlined in Section 9 of these regulations.
- 10.3. If your enrolment is subject to the provisions of a student visa and you are

required to undertake reassessment in a second registration of a module, you may be required to take that final reassessment opportunity outside of the UK.

- 10.4. The maximum number of attempts at an assessment that is permitted is four: a first attempt (uncapped), a reassessment attempt (capped), a repeat with tuition attempt (uncapped), and a final reassessment attempt (capped).
- 10.5. However, in exceptional circumstances, an assessment board can decide to allow an additional exceptional attempt where this is warranted, and with approval from the Dean of Students or nominee.

11. Postgraduate taught programmes and awards

11.1. Integrated Masters awards

- 11.1.1. Integrated Masters programmes provide an extended and enhanced programme of study beyond undergraduate 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 (Level 7).
- 11.1.2. Integrated Masters courses are offered as Single Honours only, and the final award is at Level 7.
- 11.1.3. Level 4 of each course will be designed so that on successful completion, students are provided with defined opportunities for transfer to a standalone Bachelors degree if they do not wish to continue on the Masters course. Such transfers will normally involve a student transferring to the start of Level 5 of the Bachelors degree. 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. The general principles which apply to study at Levels 4,5 and 6 are outlined in Section 8 of these regulations.
- 11.1.4. Integrated Masters courses need to comprise:
 - 11.1.4.1. Underpinning in research methods at Level 6 or 7, through a dedicated core module (or part of a core modules);
 - 11.1.4.2. A dissertation of a minimum of 40 credits (equivalent to 20 ECTS credits) at Level 7. This is defined as a substantial

piece of independent work, synthesising earlier learning, and which may be a written piece of work or a project incorporating a report, that is critically reflective and normally produced under supervision unless exceptional circumstances prevail.

11.1.4.3. Courses can also provide opportunities for students to undertake a period of work or study outside the University;

11.1.4.4. Any proposals to variations to these will need to be agreed through Academic Board.

11.1.5. In order to complete a level and progress, you must pass any modules that the course specific regulations specify must be passed in addition to the progression requirements for each level of study set out below:

11.1.5.1. To progress from Level 4 to Level 5, you must have been awarded 120 credits at Level 4 and achieved an average of at least 55% in the best 90 credits;

11.1.5.2. To progress from Level 5 to Level 6, you must have satisfied the requirements for Level 4, been awarded 120 credits at Level 5 and achieved an average of 55% in the best 90 credits at Level 5;

11.1.5.3. To progress from Level 6 to Level 7, you must have satisfied the requirements for Levels 4 and 5, been awarded 120 credits at Level 6 and achieved an average of 55% in the best 90 credits at Level 6.

11.1.6. Course specifications will outline course transfer opportunities and exit awards for students who fail to satisfy the progression and completion requirements for the course.

11.1.7. To qualify for an award of an Integrated Masters degree:

11.1.7.1. You must have gained 120 credits at all levels of the course;

11.1.7.2. Have a maximum of 30 credits of condoned failure across Levels 5 and 6; and

11.1.7.3. Satisfied any additional requirements in the course specification.

11.1.8. The classification of the award of an Integrated Masters degree will be based on the classification average calculated to two decimal places, as follows:

11.1.8.1. The average mark of the 120 credits at Level 5 will contribute 20%;

11.1.8.2. The average mark of the 120 credits at Level 6 will contribute 30%;

11.1.8.3. The average mark of the 120 credits at Level 7 will contribute 50%;

11.1.9. The threshold for each classification band is as follows:

Mark	Award classification
69.5% and above	First class
59.5% – 69.49%	Second class honours upper division
49.5% - 59.49%	Second class honours lower division
0% - 49.49%	Fail

11.1.10. If your classification average falls no more than 0.5% short of the next highest classification boundary, the distribution of the marks you have achieved in credits at Level 5, 6 and 7 will be considered. If the marks for at least 90 of the credits contributing to the award fall within a higher class than your overall average mark, your classification will be raised by one class above that indicated by the classification average.

11.1.11. The award of Master of Engineering (MEng) will be reserved for the Integrated Masters course in Engineering.

11.1.12. The award of Master of Science (MSci) will be awarded to Integrated Masters courses with study primarily in social science, computing, science, or mathematics.

11.2. Taught postgraduate (Level 7) courses

- 11.2.1. Full-time Masters, Postgraduate Diploma and Postgraduate Certificate courses will normally be based on a teaching year comprising an autumn and a spring semester of 12 weeks and a summer studies period, making 42 weeks in total. February starters may be subject to a slightly different teaching year.
- 11.2.2. A full-time programme of study will normally comprise 60 credits (normally 3 modules) in each semester and a dissertation module worth 60 credits completed in two semesters and the summer studies period. 60 credits denote 600 learning hours.
- 11.2.3. 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.
- 11.2.4. A part-time programme of study will normally be completed over a period of more than two semesters and the summer studies period.
- 11.2.5. Details of the mode of study is provided through the course details agreed at validation.
- 11.2.6. A student's mode of study will be formally designated by us at the outset of a student's academic year. Their mode of study will be amended only if their authorised programme of study changes or where their programme of study is such that their mode changes from one semester to another.
- 11.2.7. Taught modules will normally be worth 20 credits (equivalent to 10 ECTS credits), denoting 200 learning hours, and will normally be delivered in a single semester.
- 11.2.8. Larger or smaller taught modules worth 40 credits or more may be used to make up the programme with the rationale for these module sizes tested at validation. Marks will contribute proportionately according to credit size in the calculation of a student's overall classification average.
- 11.2.9. All Masters courses will require students to produce a piece of extended independent research worth 60 credits at Level 7. This would need to be a critically reflective piece of work produced under

supervision. It may be a written piece of work, a project incorporating a report, an artefact, performance, or composition. The dissertation will normally be completed during the summer period for full time students who commence in September. For other students, the study period for the dissertation may be during another period, and this will be outlined in the course information approved at validation.

- 11.2.10. Exceptionally, the dissertation may be reduced to 20 credits, as approved at validation. This would usually be on a vocational based course.
- 11.2.11. Each Masters course also requires the identification of a Research Methods content, the content of which can be in one or more modules. The content of this will support completion of the dissertation.
- 11.2.12. Masters courses can comprise core and optional modules. In order to successfully complete an award, students would need to complete modules as noted on the course specification.
- 11.2.13. To qualify for an award, you must have gained the appropriate amount of credit for the award and satisfied any additional requirements in the course specification.
- 11.2.14. The credit volume required for each award is provided in Section 11.16. For any course where there is a variation to these requirements, these are agreed at course validation.
- 11.2.15. To qualify for the award of a Masters degree, you must have been awarded 180 credits at Level 7. This must include a dissertation or equivalent unless a variation to waive this requirement has been approved through Academic Board.
- 11.2.16. The overall average mark which is used to determine the award classification will be calculated to two decimal places from the module marks you have achieved weighted according to the module credit value. Classifications will be determined as follows:

Award	Classification requirements	Award classification
Postgraduate Certificate	An overall average mark of at least 50% and less than 59.5%	Pass
Postgraduate Certificate	An overall average mark of at least 60% and less than 70% Or An overall average mark of at least 59.5% and at least 60% in modules equivalent to 40 credits	With Merit
Postgraduate Certificate	An overall average mark of at least 70% Or An overall average mark of at least 69.5% and at least 70% in modules equivalent to 40 credits	With Distinction
Postgraduate Diploma	An overall average mark of at least 50% and less than 59.5%	Pass
Postgraduate Diploma	An overall average mark of at least 60% and less than 70% Or An overall average mark of at least 59.5% and at least 60% in modules equivalent to 80 credits	With Merit
Postgraduate	An overall average mark of at least	With Distinction

Award	Classification requirements	Award classification
Diploma	70% Or An overall average mark of at least 69.5% and at least 70% in modules equivalent to 80 credits	
Masters Degree	An overall average mark of at least 50% and less than 59.5%	Pass
Masters Degree	An overall average mark of at least 60% and less than 70% including the dissertation or equivalent Or An overall average mark of at least 58% and less than 60%, and a mark of at least 60% in the dissertation or equivalent	With Merit
Masters Degree	An overall average mark of at least 70% including the dissertation or equivalent Or An overall average mark of at least 68% and less than 70%, and a mark of at least 70% in the dissertation or equivalent	With Distinction
Masters	Where a Masters programme does not include a 60 credit dissertation, the	

Award	Classification requirements	Award classification
Degree	course specification will identify the module(s) that may count towards an upgrade of classification	

- 11.2.17. Students may receive a Master of Arts, Master of Fine Art (MFA), 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.
- 11.2.18. The award of Master of Arts (MA) (including Master of Arts by Project) and Master of Fine Art (MFA) will 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.
- 11.2.19. The award of Master of Science (MSc) (including Master of Science by Project) will be associated with studies substantially based on social sciences, computing, science or mathematics and their applications.
- 11.2.20. The award of Master of Laws (LLM) will be reserved for postgraduate courses of specialised study in law.
- 11.2.21. The award of Master of Education (MEd) will be reserved for postgraduate courses of specialised study in education.
- 11.2.22. The award of Master of Business Administration (MBA) will be reserved for postgraduate courses which focus on the general principles and functions of management and the development of management skills.
- 11.2.23. The award of Master of Public Administration (MPA) will be reserved for postgraduate courses which focus on the principles and functions of management within the public sector and the development of management skills.

11.2.24. Level 7 awards are in the table below:

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Standard period of registration	Maximum period of registration
Master of Engineering (MEng) - Integrated Masters Master of Science (MSci)	7	480 credits with at least 120 credits at Level 7, minimum 90 credits at level 6 and maximum of 120 credits at Level 4	240	4 years	6 years
Postgraduate Certificate (PG Cert)	7	60 credits at Level 7	30	1 semester	2 years
Postgraduate Diploma (PG Dip)	7	120 credits (including at least 100 credits at Level 7)	60	2 semesters	3 years
Master of Arts (MA) Master of Fine Art (MFA) Master of Science (MSc) Master of Laws (LLM) Master of Education (MEd) Master of Public Administration (MPA) MA/MSc by Project Master of Business Administration (MBA) Master of Professional Practice (MProf) Master of Enterprise (MEnt)	7	180 credits (including 160 credits at Level 7)	90	1 year	3 years

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Standard period of registration	Maximum period of registration
European Masters Degree (where award is conferred by at least two European countries with degree awarding powers)	7	240	120	1 year	3 years
Postgraduate Certificate in Education (PGCE)	7	120 credits (including at least 60 at Level 7)	60	1 year	2 years
MArch Architecture	7	240 credits at Level 7	120	2 years	5 years
Professional Diploma in Architecture	7	240 credits (120 credits at Level 6 and 120 credits at Level 7)	120	2 years	5 years
Professional Diploma in Designing Architecture	7	240 (120 credits at level 6 and 120 credits at Level 7)	120	2 years	5 years
Advanced Diploma in Professional Development	7	40 credits at Level 7	20	1 year	3 years

12. Postgraduate assessment and reassessment

- 12.1. In order to pass a module and be awarded the associated credit, you will need to achieve at least a pass mark (normally 50%) overall and meet any additional requirements that are specified for the module.
- 12.2. The easiest way to achieve the pass mark is to achieve the pass mark of 50% in every assessment component stipulated in the course or module specification. Marks for each assessment component will be weighted as specified in the module specification in order to produce the overall mark for the module marks are rounded to the nearest whole number.
- 12.3. Some assessment components or entire modules may be marked as

pass/fail, or simply require engagement or completion. An example of this type of module would be the completion of a set number of placement hours. In modules with a pass/fail, you would still need to pass every component to pass the module, however it is marked.

- 12.4. If you fail a module, you will be expected to undertake reassessment in any assessment components for that module in which you received a mark lower than 50%. You will not be entitled to be reassessed in any assessment component that you have passed.
- 12.5. Reassessment for coursework, project or portfolio and examinations will normally involve a new assessment task, unless the nature of the task means that it is not possible.
- 12.6. Reassessment will normally take place during the summer resit period following the academic session in which the module was taken. For February start students, reassessment of any outstanding taught modules will take place at the May assessment period following completion of the taught elements of your course.
- 12.7. If you pass a component following reassessment, the mark for that component will be capped at the module pass mark of 50% for masters, except where capping would lead to a failing mark for the module, but an uncapped mark would lead to a pass. In this case, the module will be recorded as passed with a capped mark of 50% for Masters modules, except where a requirement to pass specific components prevents this.
- 12.8. Following completion of all available reassessments, a revised overall module mark will be calculated. The higher mark from your first attempt or reassessment for each component will be used in the calculation of your overall module mark and weighted in accordance with the module specification.
- 12.9. Condonement at Level 7
 - 12.9.1. Condonement enables you to progress through your programme and achieve an award by allowing a small amount of failure if your overall performance is good. If you fail one modules of up to 20 credits at Level 7, that failure may be eligible to be condoned.
 - 12.9.2. In order to be condoned, you must achieve a module mark of at least 40% in a failed module for it to be condoned. If you have more

than 20 credits of modules in the condonable range (i.e. with marks of 40%-49%), the 20 credits with the highest marks will be eligible for condonement. If a failed module is condoned, you will be awarded the credit for that module. The module mark will not be changed, and your module result will be recorded as Condoned Fail.

- 12.9.3. Failure cannot be condoned for any modules that course specific regulations specify must be passed or for the Advanced Research/dissertation module.

13. Postgraduate repeat

- 13.1. If you do not pass a module following reassessment, you will normally be entitled to repeat the module with tuition on one occasion. Retaking a module with tuition means re-enrolling for the module, paying any tuition required for enrolment, following the course of tuition offered and attempting all the items of assessed work, including any which you have previously passed.
- 13.2. Marks for your first attempt at assessment components of a module that you repeat with tuition are not capped.
- 13.3. If you fail a repeated module at the first assessment, you will normally be entitled to a final reassessment opportunity in any components for that module for which you received a mark lower than 50%.
- 13.4. If your enrolment is subject to the provisions of a student visa and you are required to undertake reassessment in a second registration of a module, you may be required to take the final reassessment opportunity outside of the UK.
- 13.5. You will not be entitled to repeat a module that you have already passed.
- 13.6. The maximum number of attempts at an assessment that is permitted is four: a first attempt (capped), a reassessment attempt (capped), a repeat with tuition attempt (uncapped), and a final reassessment attempt (capped).
- 13.7. There are four dissertation reassessment points for postgraduate taught students as follows:
- For students with a September first submission date, there is an early reassessment point in December and a main reassessment point in January. Students could only use one of these reassessment points;
 - For students with a January first submission date, the reassessment point is May;

- For students with a May first submission date, the reassessment point is September.

Appendix A – Mark Conversion for Study Abroad Students

Introduction

The purpose of this document is to ensure that undergraduate students who study with London Metropolitan University on an exchange or study abroad programme receive fair marks for their study which are 'translated' appropriately from their country of study. This is necessary because different countries use different mark scales.

For each country listed, there is a scale to be used. The scale will normally only provide one mark where there are a few marks within a scale in the other country. There is a 40% threshold mark noted in most cases, although in a few cases, there is no direct equivalent and therefore the equivalent mark is slightly above or below the threshold.

Australia

There are a number of different academic grading schemes in place in Australia.

Method 1: grading

Result	Description	Australian Mark range	Australian Mark	London Met Mark
HD	High Distinction	80% and over	exact mark to be used	exact mark to be used
D	Distinction	70-79%	exact mark to be used	exact mark to be used
C	Credit	60-69%	69	69
C	Credit	60-69%	68	67
C	Credit	60-69%	67	66
C	Credit	60-69%	66	64
C	Credit	60-69%	65	63
C	Credit	60-69%	64	61
C	Credit	60-69%	63	60
C	Credit	60-69%	62	58
C	Credit	60-69%	61	57
C	Credit	60-69%	60	55
P	Pass	50-59%	59	54
P	Pass	50-59%	58	52
P	Pass	50-59%	57	51
P	Pass	50-59%	56	49
P	Pass	50-59%	55	47
P	Pass	50-59%	54	46
P	Pass	50-59%	53	45
P	Pass	50-59%	52	43
P	Pass	50-59%	51	42
P	Pass	50-59%	50	40
N	Fail	below 50%	49	39
N	Fail	below 50%	48	38

Result	Description	Australian Mark range	Australian Mark	London Met Mark
N	Fail	below 50%	47	37
N	Fail	below 50%	46	36
N	Fail	below 50%	45	35
N	Fail	below 50%	44	34
N	Fail	below 50%	43	33
N	Fail	below 50%	42	32
N	Fail	below 50%	41	31
N	Fail	below 50%	40	30
N	Fail	below 50%	39-1	29
N	Fail	below 50%	0	0

Rationale for conversion: It is very hard to obtain the highest grades (HD) therefore the mark that is achieved should remain as is and transposed to the London Met student record. A Pass mark is 50% in Australia and this therefore needs to be converted to a mark of 40% at London Met.

Method 2: grading

Grade	Mark Range	London Mark Range	London Met Mark
A	85-100%	80-100%	90
A	80-84%	70-79%	75
B	70-79%	55-69%	62
C	60-69%	40-54%	47
D	50-59%		
Fail (N)	40-49%	30-39%	35
Fail (N)	25-39%	20-29%	25
Fail (N)	<25	<20	12

Method 3: Grade point average (GPA)

Grade	Description	Grade Range	London Met grading boundaries	London Met Grade to be used
7	High Distinction	85-100%	80-100%	90
6	Distinction	75-84%	70-79%	75
5	Credit	65-74%	55-69%	62
4	Pass	50-64%	40-54%	47
3	Near Pass	47-49%	30-39%	35
2	Fail	25-46%	20-29%	25
1	Low Fail	0-24%	0-24%	12

Austria

Austria uses a 5 point grading scale. 4 is the lowest passing grade with a grade of 5 equaling a failure.

Grading Scale	Grade	Austrian Grades equivalencies	ECTS Grade	London Met Mark
1 = Very good	0.7-1.0	90-100%	A	80
1 = Very good	1.1-1.2	90-100%	A	75
1 = Very good	1.3-1.4	90-100%	A	70
1 = Very good	1.5-1.7	90-100%	A	68
1 = Very good	1.8-2.0	90-100%	A	63
2 = Good	2.1-2.3	80-89%	C	60
2 = Good	2.4-2.7	80-89%	C	58
2 = Good	2.8-3.0	80-89%	C	53
3 = Satisfactory	3.1-3.3	70-79%	D	45
3 = Satisfactory	3.4-4.0	70-79%	D	43
4 = Adequate	4.1-4.9	60-69%	E	40
5 = Unsatisfactory	5	1-59%	F	20
5 = Unsatisfactory	5	0	F	0

Belgium

Belgian universities use a linear scale of 0-20 with 10 as a pass and 17 denoting the border between 1st and 2:1.

Grade	London Met Mark	London Met Grade
20	80	First
19	78	First
18	73	First
17	70	First
16	68	Upper Second
15	63	Upper Second
14	60	Upper Second
13	55	Lower Second
12	50	Lower Second
11	45	Third
10	40	Third
9	35	Fail
8	30	Fail
7	20	Fail
6	10	Fail
5-0	0	Fail

Canada

The majority of universities in Canada operate a 12 point system of letter grades which can then also be translated into a grade point equivalent.

Grade	Point Equivalent	Numerical Grade Range	Mid-Point	London Met Mark	London Met Grade
A+	12	90-100%	95	80	First
A	11	85-89%	87	75	First
A-	10	80-84%	82	70	First
B+	9	77-79%	78	68	Upper Second
B	8	73-76%	74.5	63	Upper Second
B-	7	70-72%	71	60	Upper Second
C+	6	67-69%	68	58	Lower Second
C	5	63-66%	64.5	53	Lower Second
C-	4	60-62%	61	50	Lower Second
D+	3	57-59%	58	47	Third
D	2	53-56%	54.5	43	Third
D-	1	50-52%	51	40	Third
F	0	0-49%	25	25	Fail

Croatia

A five point grade scale is used at all levels of education in Croatia. Grades 2-5 are passing grades and grade 1 a fail. On occasions a minus or plus symbol is used as a grade modifier, e.g. "-5" denotes a grade slightly lower than "excellent". Half-grades such as "4/5" are also used. However these modifiers are typically unofficial and do not appear in final grade reports.

Grade	Definition	London Met Mark	London Met Grade
+5	90-100%	80	First
5	90-100%	75	First
-5	90-100%	70	First
+4	80-89%	68	Upper Second
4	80-89%	63	Upper Second
-4	80-89%	60	Upper Second
+3	70-79%	58	Lower Second
3	70-79%	53	Lower Second
-3	70-79%	50	Lower Second
+2	51-69%	48	Third
2	51-69%	43	Third
-2	51-69%	40	Third
+1	0-50%	25	Fail

Czech Republic

There are a number of different gradings in place in the Czech Republic higher education system.

Method 1: 4-point system.

This was previously a numerical scale though in recent years many universities have adopted a letter based scale to align with the ECTS grades.

New classification	Old classification	Czech Grade Boundaries	London Met Mark	London Met Grade
A	1	90-100	80	First
B	1.5	80-89	68	Upper Second
C	2	70-79	63	Upper Second
D	2.5	60-69	55	Lower Second
E	3	50-59	45	Third
F	4	0-49	22	Fail

Method 2: as per method 1 however without decimal points

Grade	Definition	ECTS Grade	London Met Mark
1	Excellent	A	80
2	Very Good	B	68
3	Satisfactory	D	55
4	Fail	F	25

Method 3: textual classification

Textual classification	Numerical classification	Points acquired	London Met Mark
Excellent	1	90-100	80
Very good	2	80-89	65
Good	3	70-79	55
Retake option	4+	50-59	35
Fail	4	0-69	25

Rationale for conversion: in most cases in Czech republic, 4+ permits a retake, so can be used to compensate if appropriate.

Denmark

Denmark has a 7-step-scale which is designed to be compatible with the ECTS scale.

Mark	Definition	ECTS equivalent	London Met Grade Boundaries	London Met Mark
12	Excellent	A	First	80
10	Very good	B	Upper Second	68
7	Good	C	Upper Second	63
4	Fair	D	Lower Second	55
2	Adequate	E	Third	45
0	Inadequate	Fx	Fail	35
-3	Unacceptable	F	Bad Fail	25

Estonia

A grading scale of 0-5 is used in Estonia.

Grade	Grade Definition	London Met Mark
5	Excellent	80
4	Very good	68
3	Good	55
2	Satisfactory	45
1	Poor	35
0	Fail	25

Finland

A grading scale of 0-5 is used in Finland.

Grade	Definition	ECTS	London Met Mark
5	Outstanding	A	80
4	Very good/excellent	B	68
3	Good	C	55
2	Satisfactory	D	45
1	Pass	E	40
0	Fail	X	25

France

French universities use a 0-20 scale and the cut-offs for top marks, as well as what the Pass mark is varies between departments.

Grade	London Met Mark	London Met Grade
20	80	First
19	75	First
18	70	First
17	68	Upper Second
16	65	Upper Second
15	63	Upper Second
14	60	Upper Second
13	55	Lower Second
12	50	Lower Second
11	45	Third
10	40	Third
9	35	Fail
8	30	Fail
7	25	Fail
6	20	Fail
5-0	0	Fail

Germany

Akin to Austria, a 1 (high) to 5 (fail) scale is used in Germany with marks further differentiated by either +/- or +/-0.3.

Grading Scale	Grade	ECTS Grade	London Met Mark
1 = Very good	0.7-1.0	A	80
1 = Very good	1.1-1.2	A	75
1 = Very good	1.3-1.4	A	70
1 = Very good	1.5-1.7	A	67
1 = Very good	1.8-2.0	A	63
2 = Good	2.1-2.3	C	60
2 = Good	2.4-2.7	C	55
2 = Good	2.8-3.0	C	50
3 = Satisfactory	3.1-3.3	D	47
3 = Satisfactory	3.4-4.0	D	43
4 = Adequate	4.1-4.9	E	40
5 = Unsatisfactory	5	F	25

Rationale for conversion: The mapping of grading is in line with ECTS guidance of grades to UK degree classifications.

Greece

A grading scale of A-F is used in Greece.

Grade	Grade Definition	London Met Mark
A	Excellent	80
B	Very good	68
C	Good	55
D	Satisfactory	45
E	Sufficient	40
F	Fail	25

Hong Kong

Grade	London Met Mark
A+	80
A	75
A-	70
B+	67
B	63
B-	60
C+	57
C	53
C-	50
D+	45
D	40
F	25

Rationale for conversion: Hong Kong considers a D a pass so this mark is used as a 40% pass mark,

Hungary

Hungary operates a 5-point grade system. One credit is equal to 30 student working hours, on average.

Grade	Grade Definition	London Met Mark
A	Excellent	80
B	Very good	68
C	Good	55
D	Satisfactory	45
E	Sufficient	40
F	Fail	25

Ireland

Marks in Ireland are provided in percentage format which is comparable to the UK system. Therefore the mark that is provided by an Irish institution should be directly transposed to a London Met mark.

Italy

Italian universities use a 0-30* scale where 18 represents a Pass.

Italian Grade	London Met Mark	London Met Grade
29.00-30.00	80	First
28.00-28.99	78	First
27.00-28.99	73	First
26.00-26.99	68	Upper Second
25.00-25.99	65	Upper Second
24.00-24.99	63	Upper Second
23.00-23.99	58	Lower Second
22.00-22.99	55	Lower Second
21.00-21.99	53	Lower Second
20.00-20.99	48	Third
19.00-19.99	45	Third
18.00-18.99	43	Third
9.00-17.99	35	Fail
0.00-8.99	25	Fail

Japan

Grade	Grade Point	London Met Mark	London Met Grade
A+	4.0	80	First
A	4.0	75	First
A-	3.67	70	First
B+	3.33	68	Upper Second
B	3.0	63	Upper Second
B-	2.67	60	Upper Second
C+	2.33	55	Lower Second
C	2.0	50	Lower Second
C-	1.67	45	Third
D+	1.33	40	Third
D	1.0	35	Fail
(D-)	(0.67)	25	Fail
F	0.0	0	Fail

Lithuania

Grade	Description	London Met Mark	London Met Grade
10	Excellent	80	First
9	Very Good	68	Upper Second
8	Good	63	Upper Second
7	Highly Satisfactory	55	Lower Second
6	Satisfactory	45	Third
5	Sufficient	40	Third
4	Unsatisfactory	30	Fail
3	Poor	20	Fail
2	Very Poor	10	Fail
1	Completely Poor	0	Fail

Luxembourg

All grades are on a 20 point scale, with 10 allowing a compensated pass.

Mark	Mark Definition	London Met Mark
17-20	Excellent	80
15-16	Very Good	68
13-14	Good	55
11-12	Fair	45
10-11	Pass	35
<9	Fail	25

Malta

Malta Mark	London Met Mark	London Met Grade
90.00-100.00	80	First
80.00-89.00	75	First
75.00-79.00	68	Upper Second
70.00-74.00	63	Upper Second
65.00-69.00	58	Lower Second
60.00-64.00	53	Lower Second
55.00-59.00	50	Lower Second
45.00-54.00	40	Third
35.00-44.00	30	Fail
0.00-34.00	25	Fail

Malaysia

Marks	Grade	Grade Point	Level of Achievement	London Met Mark
90-100	A+	4.0	High Distinction	80
80-89	A	4.0	Distinction	75
75-79	A-	3.7	Distinction	68
70-74	B+	3.3	Good	63
65-69	B	3.0	Good	55
60-64	B-	2.7	Good	50
55-59	C+	2.3	Pass	45
50-54	C	2.0	Pass	40
45-49	C-	1.7	Fail	35
40-44	D+	1.3	Fail	30
35-39	D	1.0	Fail	25
0-34	F	0.0	Fail	0

Netherlands

Dutch universities use a 0-10 linear scale. 10 is relatively rare ('Good First') and a Pass is 5.5. The highest grades are rarely achieved with 9 instead of 10 as the reachable grade. Grade conversion is based on the frequency of distribution of grades to be compared fairly.

Marks	London Met Mark
10	80
9	75
8	70
7.5	68
7	63
6.75	55
6.5	50
6.25	45
6	40
5	30
4	20
3	10
2	5
1	0

Rationale for conversion: In the Netherlands, a mark of '9' is only given in 2.75 of cases and a mark of '10' given in only 0.1% of cases. Given the rarity of achieving the highest grades, a grade of 10 has been converted to 80. The Netherland's own study website claims that 'only excellent students achieve grade 8 or higher' (<https://www.studyinholland.nl/education-system/dutch-grading-system>).

As a result, a Dutch grade of 8 has been mapped to a UK grade 70. Given that the Dutch pass mark is 6 and that a UK grade of 70 has been mapped to a

Dutch grade of 8, the conversion gets very cramped in the middle with Dutch grades 6-8 converting to UK grades 40-70. Decimal points are common in the Dutch grading system, which offers some opportunity to 'unpackage' the conversion.

Norway

Norway operates a 5-point grade system, with A being a 'Good First' and D a Pass. E is a Fail (unlike the ECTS system where E is a Pass). B and C marks therefore correspond to 2.1 and 2.2 respectively. One credit is equal to 30 student working hours, on average.

Grade	London Met Mark
A	80
B	68
C	63
D	55
E	45
FX	35
F	25

Poland

Polish universities use a 5-point scale. Some institutions award a high 5.0, which is reflected below.

Grade	Grade Definition	London Met Mark
(5.0!)	Higher Distinction	80
5.0	Excellent	68
4.5	Very good	63
4.0	Good	55
3.5	Satisfactory	45
3.0	Sufficient	40
2.0	Fail	35
1.0	Absolute Fail	25

Portugal

Grade	Grade Definition	London Met Mark	London Met Grade
17.5-20 (Excellent)	18.5-20	80	First
17.5-20 (Excellent)	17.5-18.4	75	First
15.5-17.4 (very Good)	17.0-17.4	68	Upper Second
15.5-17.4 (very Good)	16.5-16.9	65	Upper Second
15.5-17.4 (very Good)	16.0.5-16.4	63	Upper Second
15.5-17.4 (very Good)	15.5-15.9	60	Upper Second
13.5-15.4	15.0-15.4	58	Lower Second
13.5-15.4	14.5-14.9	55	Lower Second
13.5-15.4	14.0-14.4	53	Lower Second
13.5-15.4	13.5-13.9	50	Lower Second
9.5-13.4	12.5-13.4	48	Third
9.5-13.4	11.5-12.4	45	Third
9.5-13.4	10.5-11.4	43	Third
9.5-13.4	9.5-10.4	35	Fail
3.5-9.4	3.5-9.4	25	Fail

Rationale for conversion: Portuguese institutions calculate results using an average mark. The results are usually at most between 16 and 17, with a grade between 18-20 being 'almost impossible'. Recognising this, other UK universities map a 2.2 to 13.5/14, a 2.1 to a grade of 15.5/16, with a First beginning from 17.5/18 onwards.

Romania

Most students achieve between a '7' or '8', meaning this maps to a UK Upper Second, the most common UK grade. This also keeps in line with other UK institutions which consider a '9' to be an Upper Second, while allowing for the space to distinguish between students achieving this grade.

Grade	London Met Mark	London Met Grade
10	80	First
9	68	Upper Second
8	63	Upper Second
7	55	Lower Second
6	45	Third
5	35	Fail
4	25	Fail

Slovakia

Slovakia uses the ECTS for academic grading, however the ECTS letter grade is sometimes swapped for a number grade, which can also be found below.

Grade	Number Grade	London Met Mark	London Met Grade
A	1	80	First
B	1.5	68	Upper Second
C	2	63	Upper Second
D	2.5	55	Lower Second
E	3	45	Third
FX	3.5	35	Fail
F	4	25	Fail

Spain

Spain uses a linear scale 0-10, with 5 as a Pass and 8 a First/Upper Second border. Spanish Universities have a special distinction Matricula de Honor (MDH) which is rarely achieved. MDH equals an extra 5% on top of the converted mark, so 80%, this maps to practice within other UK institutions for conversion. Marks 0-4 are 'clear fail' and therefore convert to a Fail mark.

Grade	Grade Definition	London Met Mark	London Met Grade
4	10	80	First
3	9	75	First
2	7	65	Upper Second
1	6	55	Lower Second
1	5.5	45	Third
0	0-4	25	Fail

Sweden

There are also a number of unique grading scales and a range of practices at differing universities, though most follow one of the following systems:

Pass with Distinction/Pass/Fail (3 grade system): the below table should be used to convert marks.

Grade	ECTS Grade	London Met mark
Pass with Distinction	A	80
Pass	D	55
Fail	Fx	35

Pass with Distinction/Pass with Credit/Pass/Fail (4 grade system): the below table should be used to convert marks.

Grade	ECTS Grade	London Met mark
Pass with Distinction	A	80
Pass with credit	C	63
Pass	E	45
Fail	Fx	35

Five-Four-Three-Fail: the below table should be used to convert marks.

Grade	ECTS Grade	London Met mark
5	A	80
4	C	63
3	E	45
F	Fx	35

Switzerland

Switzerland uses a 6 point grading system, in which grades are often presented to '.5', and sometimes '.25'. Grades between '5.5' and '6' are considered very rare and a grade of 6 is considered almost impossible. The Swiss pass mark is '4', with '3.5' being considered 'insufficient'. However, most results in Switzerland are between '4' and '5' and other UK institutions have mapped a Swiss '4' to a UK '50'.

Grade	London Met Mark	London Met Grade
6	80	First
5.5	75	First
5	68	Upper Second
4.5	63	Upper Second
4	55	Lower Second
3.5	45	Third
3	35	Fail
2.5	25	Fail

Thailand

Thailand's primary grading system is loosely based on the USA's, with letter grades being converted in a GPA. However, the grade boundaries and letter grades differ from that of the USA.

Grade	London Met Mark	London Met Grade
A	80	First
A-	75	First
B+	68	Upper Second
B	63	Upper Second
C+	55	Lower Second
C	50	Lower Second
D+	45	Third
D	35	Fail
F	25	Fail
Incomplete	0	NA
Withdrawn	NA	NA
Withdrawn due to failure	NA	NA

Turkey

The grading scale used is the same as the US 4.0 scale.

Grade	Grade Point	London Met Mark
A+	4.0	80
A	4.0	75
A-	3.67	70
B+	3.33	68
B	3.0	63
B-	2.67	60
C+	2.33	55
C	2.0	50
C-	1.67	45
D+	1.33	40
D	1.0	35
D-	0.67	25
F	0.0	0

USA

Grade	Grade Point	London Met Mark	London Met Grade
A+	4.0	80	First
A	4.0	75	First
A-	3.67	70	First
B+	3.33	68	Upper Second
B	3.0	63	Upper Second
B-	2.67	60	Upper Second
C+	2.33	55	Lower Second
C	2.0	50	Lower Second
C-	1.67	45	Third
D+	1.33	40	Third
D	1.0	35	Fail
(D-)	(0.67)	25	Fail
F	0.0	0	Fail

West Indies

Grade	Grade Point	London Met Mark	London Met Grade
A+	4.0	80	First
A	4.0	75	First
A-	3.67	70	First
B+	3.33	68	Upper Second
B	3.0	63	Upper Second
B-	2.67	60	Upper Second
C+	2.33	55	Lower Second
C	2.0	50	Lower Second
C-	1.67	45	Third
D+	1.33	40	Third
D	1.0	35	Fail
(D-)	(0.67)	25	Fail
F	0.0	0	Fail