



Academic Regulations

2004-05

**Approved by the Board of Governors to take effect in September 2003
(subject to details given in Appendix D4)
Revisions and additions approved by Academic Board in June 2004**

Consult Appendix D4 to ascertain which regulations apply in individual cases.

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The University's General Educational Aims

In line with the University's mission 'to provide education and training which will help students to achieve their potential', the University's general educational aims, which all undergraduate and postgraduate schemes and courses leading to the University's and to professional body awards shall seek to fulfil, are:

To develop students' capacity for independent study and judgement, their intellectual and imaginative powers, their breadth and depth of knowledge and understanding, their problem-solving skills, their employment potential, professional skills and their ability to make a contribution to the society in which they live.

To develop in students an enquiring, analytical and critically self-aware approach, an ability to argue rationally, to communicate clearly, to deploy information technology, see their studies in a wider perspective, identify relationships in what they have learned and to apply their learning.

To teach courses and programmes of research in an intellectual environment informed by research and scholarship.

The University's Academic Regulations

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

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

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

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

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

The Academic Regulations should be read in conjunction with the University's disciplinary procedures which describe the kind of behaviour expected of students in the University, its student complaints procedure which lets students know, first, how to solve or, second, how to complain about any problems which they encounter and its public interest disclosure (whistleblowing) regulations through which they can make a confidential disclosure about any alleged malpractice in the University.

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

If you have any enquiries about the Academic Regulations, please contact Ruth Baber (telephone: 020 7320 1347).

Jill Grinstead
Director of Quality and Standards

August 2004

Printed copies of the Academic Regulations in full will be circulated to departments for reference; copies of free-standing sections of the Regulations are available from the Academic Secretary (telephone: 020 7320 1347), or from the University's web site at <http://www.londonmet.ac.uk/academic-regulations>

Section A2

List of abbreviations

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

Section A3

Regulatory definitions

All definitions in this section shall have regulatory force.

All Academic Regulations or Regulations for Programmes of Study, Awards, Admissions, Assessment and Examiners approved by the Board of Governors before 30 June 2003 shall be rescinded with effect from the start of the academic year 2003/04, unless listed in appendix D4.

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

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

Scheme regulatory frameworks, course regulations and course regulatory schedules, approved from time to time on behalf of Academic Board, shall be consonant with these Regulations. In the case of conflict between these Regulations and regulatory frameworks or course regulations or course regulatory schedules, these Regulations shall have precedence. In the case of conflict between these Regulations and staff/student handbooks of procedures and/or the Quality Assurance Handbook, these Regulations shall have precedence.

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

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

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

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

'accreditation' in the context of AP(E)L means credit-rating a course or giving credit to an individual applicant or student in respect of prior learning;

'AP(E)L' means the accreditation of prior (experiential) learning, comprising two components:

- 'APL' means the accreditation of prior learning which has been assessed by the University or comparable body and is therefore certificated;
- 'APEL' means the accreditation of prior experiential learning which has not previously been assessed by the University or comparable body and is therefore uncertificated;

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

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

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

University internal and external examiners 'assess' the student's work against the learning outcomes and requirements of the module or course;

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

Awards Boards, which have delegated powers to confer awards on students, subject to these regulations;

Subject Standards Boards, which have powers to set and monitor standards;

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

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

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

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

'course' means a group of modules approved in accordance with the University's Quality Assurance Procedures as forming a coherent pattern of instruction and assessment leading to an award; from one or more 'courses' a student may select and propose for approval an individual programme of study leading to an award with a specific title or credit towards that award; courses at the University are normally grouped into 'schemes' each governed by a 'regulatory framework';

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

'course leader' means a person appointed by a Head of Department to be responsible for managing a course;

'course regulations' means regulations, consistent with these Regulations, governing an individual course;

'course regulatory schedule' means regulations specific to a course within a 'scheme' where these regulations augment, and are subservient to, the overall 'scheme regulatory framework';

'coursework' means assessed work which is not an examination;

'credit' or 'general credit' means the value ascribed through Quality Assurance Procedures to the learning outcomes of a module, course or award having regard to what is achievable in a given number of learning hours and to the standards generally accepted for UK higher or further education; unless otherwise specified in the text, credit refers to UK CATS points. Other credit frameworks will be mentioned explicitly where necessary;

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

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

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

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

‘examination’ means an invigilated time-constrained assessment which shall be one of the following types:

- ‘unseen’ where the examination paper has not been issued in advance to the student;
- ‘seen’ where the examination paper has been issued in advance to the student;
- ‘prepared’ where the student has been issued with a preparatory seen paper (e.g. case study) which he or she may bring into the examination room to assist them in answering an unseen paper;
- ‘open’ where the student may bring any supporting materials into the examination room;
- ‘closed’ where students may not bring any supporting materials into the examination room;
- ‘restricted’ where the student may bring specified supporting materials into the examination room;

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

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

‘expulsion’ means a decision that an individual student shall cease to be a student and shall be permanently excluded from the University’s premises and the use of its facilities;

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

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

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

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

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

‘hearing’ means a formal meeting, as provided by these Regulations, to consider an application for a review of a decision of an Assessment Board or to consider an allegation concerning academic misconduct;

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

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

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

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

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

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

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

‘member of Executive Group’ means a member of staff so designated by the Board of Governors;

‘member of Senior Management Group’ means a member of staff so designated by the Chief Executive in consultation with the Vice-Chancellor;

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

‘module’ means a part of a course or scheme, with learning outcomes, a syllabus and assessment scheme, assigned to a level of study and, where appropriate, credit-rated

- ‘core module’ means a module compulsory for study in a programme
- ‘designate module’ means a module chosen by the student from a list of modules specified for study in a programme
- ‘elective module’ means a module chosen by the student from a University-wide range of modules at the appropriate level and for which the student has passed any prerequisites
- ‘prerequisite module’ means a module specified for prior study and to be passed before other specified modules
- ‘corequisite module’ means a module specified for parallel study with other specified modules
- ‘module outline’ shall mean a description of the learning outcomes, curriculum and assessment scheme for a module

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

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

‘Personal Education Adviser’ see Section B2.2 Regulation 21;

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

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

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

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

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

‘Quality Assurance Procedures’ means the Procedures approved from time to time by Academic Board and recorded in the Quality Assurance Handbook for the approval, review and modification of courses, including collaborative provision;

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

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

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

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

‘scheme director’ means a person who is responsible for managing a scheme;

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

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

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

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

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

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

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

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

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

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

Reference to the Vice-Chancellor shall include reference to any officer of the University appointed as a nominee by the Vice-Chancellor for the purposes set out in these Regulations.

Reference to the Director of Academic Administration shall include reference to any officer appointed as a nominee by the Director of Academic Administration for the purposes set out in these Regulations.

Reference to the Director of Finance shall include reference to any officer appointed as a nominee by the Director of Finance for the purposes set out in these Regulations.

Reference to the Director of Quality and Standards shall include reference to any officer appointed as a nominee by the Director of Quality and Standards for the purposes set out in these Regulations.

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

The names of committees in the University may change. This shall not invalidate the powers of Academic Board and other committees named in these Regulations. They, as renamed, or the equivalent committees shall have the same powers.

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

The Director of Quality and Standards shall have overall authority over the interpretation of the Academic Regulations, save that the Director of Academic Administration shall have authority over the Examination Regulations, Appendix D3.

Notices

Any notification required to be given by the University to any person in writing under these Regulations shall be given by personal delivery or by first class pre-paid post to the last recorded address of the person recorded by the University and, if by post, shall be deemed to have been received by the addressee on the second postal delivery day following that on which it was posted.

Any notice which is to be given by a student shall be either handed or sent to the Director of Quality and Standards (at the registered office of the University) by recorded delivery post, in which case it shall be deemed to have been received by the end of the third day after it was posted on which there is a full postal delivery service.

These Regulations were initially approved by the Board of Governors of London Metropolitan University on 30 June 2003, to take effect for new entrants to the start of a course at the start of the academic year 2003-04, with the exception of those sections specified in Appendix D4, which shall take effect for new entrants at the start of the academic year 2004-05. Revisions and additions were approved by Academic Board in June 2004.

Section B
***Academic Regulations governing the standard of the
University's Awards***

Section B1

Generic principles for (undergraduate and postgraduate) taught courses

- B1.1 Generic principles for schemes and courses
- B1.2 Generic principles for admissions and minimum entry requirements

All generic principles shall have regulatory force.

Section B1.1

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

Schemes and courses

- 1 All schemes and courses shall satisfy the requirements set out in this section.
- 2 All schemes and courses shall be approved, reviewed and modified in accordance with the Quality Assurance Procedures.
- 3 Courses leading to awards at the same level shall normally, as determined by Academic Board, be grouped together into a scheme, governed by a scheme regulatory framework and managed by a scheme director. Each course within a scheme shall be managed by a course leader and a course committee (see Appendix D1).
- 4 All other courses shall be governed by course regulations and each shall be managed by a course leader and a course committee (see Appendix D1).
- 5 Each course, whether or not included within a scheme, shall have a course specification, the detailed contents of which shall be determined by the University's Quality Assurance Procedures, but which shall include:
 - 5.1 the name of the course, the award/s and award title/s to which it leads, its level and credit-rating; and the name of any overarching scheme; and
 - 5.2 the aims and learning outcomes of the course in relation to appropriate national benchmarks; and
 - 5.3 the maximum duration and mode(s) of study of the course; and
 - 5.4 the outline curriculum and structure of the course, with an indicative assessment scheme; and cross-reference to associated module specifications which shall provide the detail of all modules; and
 - 5.5 the scheme regulatory framework, course regulatory schedule or course regulations governing the admission, assessment and progression of students and the conferment of the relevant award/s and credit.
- 6 The course specification and module specifications, the scheme regulatory framework, course regulatory schedule or course regulations shall be approved by or on the authority of Academic Board and may not be changed other than by or on the authority of Academic Board through the University's Quality Assurance Procedures.
- 7 The course specification and module specifications shall be recorded in the Course Handbook. The specifications and any updated version of the specifications shall be made available at an early stage to students enrolled on the course and to the Quality Unit.

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

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

- 9 The name of the course and the specific title/s of award/s shall be simple and accurate. They shall reflect the normal expectations of relevant professional bodies, employers, students and higher education bodies and further education bodies about the knowledge and skills to be expected from a person holding such an award. Where a collaborative provision course and the award to which it leads are similar but not identical to the University course and award, the name of the course and award shall normally be different from the University course and award.
- 10 All courses shall be credit-rated at a specific level, having regard to the standards generally accepted for UK higher or further education (see B7 for the University Awards framework/s).

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

- 11 Schemes shall set generic aims and learning outcomes to which all courses within that scheme shall comply. They shall be consonant with the general educational aims of the University stated at the outset of these Academic Regulations. The generic aims of a scheme shall be stated at the outset of the scheme regulatory framework.
- 12 The stated aims and learning outcomes of a course are those objectives which the curriculum, structure, and teaching methods are designed to fulfil. Passing a course requires the achievement of the learning outcomes. Assessment schemes shall be designed to test whether the learning outcomes have been achieved by the student.
- 13 The course aims and learning outcomes shall be specified at the appropriate standard and level required for the award, in relation to a body of knowledge and skills appropriate to the subject of study, reflecting recent academic developments in that subject and benchmarked against courses in the UK and overseas leading to similar awards. They, among other things, shall be recorded in the course specification. They shall be consonant with the general educational aims of the University stated at the outset of these Academic Regulations.
- 14 In courses leading to professional qualifications and/or licences to practise, some components both of study and work experience may be seen as having dual aims and learning outcomes, satisfying both University and professional requirements. Other components may be designed to satisfy either one or the other.

Maximum duration and mode(s) of study

- 15 In the course specification, the maximum duration of the course shall be stated in academic or calendar years, semesters or weeks, as appropriate.
- 16 In order to safeguard the standard of the award, the maximum duration shall be as set out in Section B7. Other than for research degrees, there shall be no equivalent standard minimum duration for a course; the planned learning hours shall indicate its minimum duration. Scheme regulatory frameworks or course regulations shall indicate the planned learning hours associated with each module.
- 17 The maximum duration shall relate to the expected time taken by students to achieve the learning outcomes of the course, depending on the mode of study, the level of knowledge and skills required on admission and the curriculum and structure of the course, including periods of work experience or equivalent. The maximum duration shall have regard to the length of time the curriculum shall remain in academic currency.
- 18 The maximum duration of the course shall take account of the right in Section B8.1 for students to have opportunities to make good any failure in an item of assessed work or a module, absence from examination or non-submission of assessed work as specified in the relevant course regulations or regulatory framework.

- 19 The maximum duration of the course shall take account of the right in Section C1 of a student to interrupt his or her studies, subject to the permission of the appropriate authorities.
- 20 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.
- 21 Course specifications shall state whether the course is full-time, part-time or mixed-mode, whether it is a sandwich course, whether delivered by distance learning and whether it is daytime, evening or day/evening.
- 22 The maximum duration of a course shall take account of the length of time required for study by students who are not studying full-time throughout the course.
- 23 Within the maximum duration, the planned learning hours for a module or course shall take account of the need to provide students with reasonable study time in contact with teaching staff, whether in person or by distance-learning, and with reasonable time for private study and consolidation.
- 24 The maximum duration of the course shall take account of any required supervised work experience whether or not this is designed to support the student in fulfilling and being assessed on the aims and learning outcomes of the course.
- 25 The maximum duration of a course shall take account of whether courses are designed to fulfil the requirements of a professional or licensing body whether or not these requirements are fulfilled in addition to the achievement of the aims and learning outcomes of the University course.
- 26 In addition to the maximum duration of a course leading to an undergraduate honours degree award, the maximum duration of a designated sandwich course leading to an undergraduate honours degree award 'in the sandwich mode' shall include not less than 44 weeks of supervised work experience, which shall be a compulsory component of the course and the aims and learning outcomes of which shall be assessed.
- 27 The maximum duration of a course in any one or two named modern languages leading to an undergraduate honours degree award shall include a period of residence abroad which shall be a compulsory component of the course and the aims and learning outcomes of which shall be assessed. Where one main language is studied, the period of residence shall be not less than 36 weeks. Where two main languages are studied to the same level, a student shall spend a minimum of four consecutive months in the country of each language.
- 28 If a student has an approved programme of study comprising one module per semester, the maximum duration of the course shall be waived.
- 29 On the production of valid reasons submitted by the relevant course leader or scheme director to the Vice-Chancellor, a student may exceptionally be allowed by the Vice-Chancellor to continue his or her study beyond the maximum length of the course.

Outline curriculum and structure

- 30 The outline curriculum of the course shall be the names of the modules which comprise the course.
- 31 The outline curriculum shall be appropriate to the title, aims and learning outcomes of the course and the level of the award.

- 32 The structure of the course shall provide for the progression of the student from the level of knowledge and skills required at admission to the level required to achieve the aims and learning outcomes of the course and to qualify for the award.
- 33 The structure of the course shall specify the level at which modules are normally required to be studied and which modules are prerequisite, core, designate and elective. Prerequisites may be set between levels but not within a single level of a course. Corequisites may be set within a single level of a course.
- 34 The structure of the course shall be appropriate to the duration of the course, mode of study, teaching methods, assessment scheme and periods of work experience or equivalent.
- 35 If of sufficient length, the course shall be structured so that an award is available at each level and/or exit point in the course. Where this is so, the curriculum and structure of courses shall ensure that all students have the opportunity to qualify for the highest award to which the course leads, provided that they satisfy the Assessment Board that they have achieved the appropriate learning outcomes and fulfilled the academic requirements of the course.
- 36 Students who do not achieve the highest award but achieve the learning outcomes appropriate to a lower level of award shall qualify for such an award and shall have it conferred on them as stated in Section B8.2.
- 37 Provision shall be made for students to transfer between courses, with permission, where, within the maximum duration of the course, they are unable to fulfil the learning outcomes for the course on which they are enrolled.
- 38 Provision shall be made for sandwich degree courses to lead to an alternative award for students who are unable, for valid reasons, to undertake or complete the period of work experience which is a required component of a sandwich course, unless exemption from the period of work experience has been granted (see Section B6 Addendum below).
- 39 Provision shall be made for modern languages courses to lead to an alternative award for students who are unable, for valid reasons, to undertake or complete the period of residence abroad component of the course, unless exemption from the period abroad has been granted (see Section B6 Addendum below).
- 40 Provision may be made for courses including professional qualifications to lead to an alternative award so as to distinguish those students who have gained a professional qualification from those who have not.
- 41 The structure of the course within a scheme shall conform to any structural principles approved by or on behalf of Academic Board for that scheme, unless a variant has been specifically approved on behalf of Academic Board. Normally such a variant shall be temporary and eventual compliance shall be expected.

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

- 42 Students studying for awards of the University shall be governed by the scheme regulatory framework (and where necessary the course regulatory schedule) or course regulations that apply on admission, as amended from time to time.
- 43 Where students are admitted with credit (see Section B1.2 below), they shall normally be governed by the regulatory framework (and where necessary the course regulatory schedule) or course regulations that apply to the whole group of students studying at that level or stage.

- 44 Short courses which do not lead to an award of the University shall also be subject to course regulations where a Statement of Attendance or Credit (see Section B8.2) is offered.
- 45 Scheme regulatory frameworks shall govern all courses grouped together within that scheme. Where for good reason (most commonly requirements imposed by professional bodies as a condition of professional recognition) variations to the scheme regulatory framework or additional detailed regulations are approved on behalf of Academic Board for specific courses, they shall be included in a course regulatory schedule which shall augment, but be subservient to the scheme regulatory framework.

Consultation with students and external examiners

- 46 New or revised scheme regulatory frameworks, course regulations and course regulatory schedules shall normally apply to new entrants to the University. Where this is not so, no change may be made to regulatory frameworks or course regulations in the course specification without consulting the students currently enrolled on the course who may be directly affected by the proposed change, or their representatives, and, in the case of assessment and conferment regulations, the external examiner(s), with a view to reaching agreement. Students and external examiners shall be told the outcome of the consultation. The Director of Quality and Standards in consultation with the Director of Academic Administration shall advise on the course of action to be taken dependent on the extent of change proposed and the results of the consultation, as it relates to the contract between the University and the student and the University's wider interests.
- 47 Students shall also have the right, through their elected representatives, to be consulted on changes to the enrolment, academic misconduct and appeals regulations in Section C of the Academic Regulations and to be told the outcome of the consultation. Normally, changes to these regulations shall apply to all students from the date they are approved to take effect.

Admissions

- 48 The undergraduate and postgraduate scheme regulatory frameworks shall cross-refer to the University's minimum entry requirements (see Section B1.2).
- 49 Course regulations or course regulatory schedules shall describe the basis on which an applicant may be admitted to the beginning or to subsequent stages of the course, where this differs from or augments the position stated in the University's minimum entry requirements (see Section B1.2) by:
- 49.1 identifying the knowledge and skills required at admission and relating these to the length, content and learning outcomes of the course and the standard of the award, as set out in Sections B7.1 (undergraduate), B7.2 (postgraduate) and B7.3 (research) below; and
 - 49.2 identifying any specific qualifications additional to the minimum entry requirements; and
 - 49.3 setting out the criteria and procedures by which an applicant will be admitted on the basis of certificated and/or uncertificated prior learning to the start of the course, or to a later point in the course with credit. The selection procedures may include interview, oral examination, production of a portfolio or other means of assessment of applicants' prior learning and skills (see also the AP(E)L Regulations in Section B6).

Assessment

- 50 Scheme regulatory frameworks (and where necessary course regulatory schedules) or course regulations shall set out the assessment scheme, which shall include:
- 50.1 the modules to be assessed and the normal timing of the assessment;

- 50.2 the minimum and maximum number of modules to be attempted;
 - 50.3 which or how many modules must be passed to obtain an award;
 - 50.4 the weighting each module carries in the final assessment of the student's overall performance;
 - 50.5 procedures for assessing AP(E)L credit and exemptions and how this is weighted within the final assessment of the student's overall performance;
 - 50.6 how students may make good any failure, absence at examination or non-submission of assessed work; and the limits to their rights in this respect;
 - 50.7 how students may progress from one level or exit point to the next through the course, noting that postgraduate taught courses are at a single level;
 - 50.8 how students shall be informed of their results and given guidance on their general progress;
 - 50.9 the arrangements for assessing any supervised work experience or periods abroad;
 - 50.10 criteria for the conferment of each award to which the course may lead;
 - 50.11 criteria for the conferment of an award with Distinction or with Merit where appropriate;
 - 50.12 criteria for first class, second class (first and second division), third class honours and unclassified, where appropriate;
 - 50.13 how module marks are determined and the composition (including the minimum number of external examiners) and terms of reference of the Assessment Boards (Awards Boards and Subject Standards Boards) and any subsidiary Assessment Boards;
- 51 Scheme and course regulations shall make reference to the University's Regulations on Appeals against decisions of Assessment Boards (Section C2), Regulations governing allegations of Academic Misconduct on the part of a student (Section C3) and Regulations concerning enrolment, renewal and termination of enrolment and payment of fees (Section C1), including where students may obtain the University's Regulations on these topics, which shall normally be the Student Handbook and on the University's web pages.
- 52 Scheme regulatory frameworks, course regulatory schedules and course regulations may, but need not, include:
- 52.1 a description of how each module is assessed;
 - 52.2 the criteria by which marks are given for items of assessed work.

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

Disability

- 53 Schemes and courses, their objectives and learning outcomes, shall be designed in line with the obligation on the University to set no unnecessary barriers to access to higher education by disabled people. On the recommendation of Student Services, the University shall make

reasonable adjustments to teaching, learning and assessment arrangements for individual disabled students.

Section B1.2

Generic principles for admissions and the University's minimum entry requirements

Admission to the University's courses

- 1 The University wishes to recruit students who have the potential to benefit from a higher education course and to achieve an award. In considering individual applicants for admission to a course, the University requires evidence of prior learning, that is the acquisition of prior knowledge and skills. Such evidence may include the certification of formal qualifications, or appropriate alternative evidence of personal, professional and educational experience demonstrating academic potential and the ability to achieve the aims and learning outcomes of the course, attain the appropriate standard for the award as defined in Sections B7.1 (undergraduate) and B7.2 (postgraduate) and B7.3 (research), as well as organisational ability, interpersonal skills and an ability to communicate.
- 2 The Vice-Chancellor shall determine which staff of the University shall have delegated authority to take binding decisions to admit applicants to courses or to decline to admit them. For the purposes of these Regulations, they shall be called 'authorised admitting officers'.
- 3 The authorised admitting officers shall adhere to the principle of equality of opportunity in admissions processes subject to the University's right to determine a maximum number of admissions to particular courses.
- 4 Admission is at the discretion of the University and the University reserves the right to decline to admit an applicant. On request, reasons for this decision shall be given to the applicant by the authorised admitting officer. (See the Regulations concerning enrolment, renewal and termination of enrolment and payment of fees in Section C1.)
- 5 The admission of individual applicants shall be subject to their meeting certificated minimum entry requirements as stated below, or alternatively demonstrating non-certificated experiential learning, appropriate to the relevant types of courses and awards.
- 6 The normal point of entry for a person having only the certificated minimum entry requirements shall be the start of the course. Applicants may be admitted with credit to a point later than the start of the course subject to the procedures in 23 and 24 below.

Non-certificated entry to the start of the course

- 7 Authorised admitting officers shall consider applicants with prior learning which is not certificated, supported by a written application that the learning is equivalent to the University's minimum entry requirements and demonstrating that the applicant has the ability to fulfil the aims and learning outcomes of the course, attain the standard of award and benefit from the course. The test and interview procedures for considering such a claim shall be consonant with the principles in the University's AP(E)L policy but shall not be bound by them.

Certificated minimum entry requirements – undergraduate

- 8 The following are the University's minimum entry requirements to undergraduate courses. They shall be subject to annual updating.
- 9 Unless studying a course both taught and assessed entirely in a language other than English, students shall provide evidence of English language skills demonstrated by:

- a pass in English Language at GCSE at grade C or above, *or*
 - level 3 communications key skills unit, *or*
 - IELTS test at band 5.5 or above with a minimum score of 5.0 in each component, *or*
 - TOEFL with a score of 550 or above, with at least 4.0 in the test of written English or 213 in the computer based test, *or*
 - a pass in the University's English language test (English for Academic Study Entry, known as the EASE test) *or*
 - equivalent as judged by the authorised admitting officer in accordance with the advice of the University's International Office.
- 10 Applicants resident outside the UK, for whom English is not the first language, should normally have gained the required English language qualification not more than two years prior to entry; they may otherwise be required to take the University's EASE test.
- 11 The minimum English language requirement for applicants seeking admission with credit to undergraduate courses (see paragraph 24 below) shall be that normally required for entry to postgraduate courses, described in paragraph 16 below.
- 12 Applicants seeking entry on the basis of formal certified educational, vocational and professional qualifications shall provide evidence of passes in:
- 12.1 at least 4 subjects taken at GCSE, AGCE and/or AVCE level, which must include, at the advanced level, passes in one twelve-unit award or two six-unit awards; *or*
 - 12.2 five passes in the Scottish Qualifications Certificate of which two are at Higher grade or passes in four subjects all of which are at Higher grade (four passes in Scottish Qualifications Certificate of which one is at Higher grade for entry to a Foundation degree or BTEC Higher National award); *or*
 - 12.3 a pass in an Access course recognised by QAA and designed to provide a preparation for higher education; *or*
 - 12.4 a pass in a Foundation course in art and design validated by Edexcel; *or*
 - 12.5 the award of the Diploma of the International Baccalaureate; *or*
 - 12.6 a pass of 60% in the European Baccalaureate; *or*
 - 12.7 the Irish leaving Certificate with passes at grade C in five subjects (passes at grade C in two subjects and passes at grade D in three subjects for entry to a Foundation degree); *or*
 - 12.8 the award of an Edexcel National Diploma or Certificate.
- 13 Further to 12 above, alternative certification will also be acceptable as the basis for entry, in the form of:
- 13.1 passes in precursor or successor qualifications to those specified above, the equivalence to be assessed by the authorised admitting officer;
 - 13.2 other vocational and professional qualifications where the course regulatory schedule specifies them as appropriate for entry;
 - 13.3 other UK and non-UK qualifications, where these have been independently benchmarked, for example in the annual UCAS International Qualifications guide;

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

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

Certificated minimum entry requirements – postgraduate taught courses

15 The following are the University's minimum entry requirements to postgraduate taught courses. They shall be subject to annual updating.

16 Unless studying a course both taught and assessed entirely in a language other than English, students shall provide evidence of English language skills demonstrated by:

- a pass in English Language at GCSE at grade C or above, *or*
- level 3 communications key skills unit, *or*
- IELTS test at band 6.0 or above with a minimum score of 6.0 in speaking and writing and 5.5 in listening and reading, *or*
- TOEFL with a score of 580 or above, with at least 5.0 in the test of written English or 237 in the computer based test, *or*
- a pass in the University's English language test (the EASE test) *or*
- equivalent as judged by the authorised admitting officer in accordance with the advice of the University's International Office.

17 Applicants resident outside the UK, for whom English is not the first language, should normally have gained the required English language qualification no more than two years prior to entry; they may otherwise be required to take the EASE test.

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

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

20 Further to 19 above, alternative certification will also be acceptable as the basis for entry, in the form of:

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

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

20.3 other UK and non-UK qualifications, where these have been independently benchmarked, for example in the NARIC database of guidance on overseas qualifications;

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

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

Minimum entry requirements for other courses

- 22 Minimum entry requirements for research degree programmes are specified in the research degree regulations (see Section B4). Course regulations shall specify minimum entry requirements for other types of courses.

Admission with credit

- 23 Applicants may transfer from one higher or further education course to another within the University, or from higher or further education courses elsewhere, at the discretion of the Departmental AP(E)L Coordinator in the receiving department, depending on the match of subjects previously studied with the programme of study to which they are being admitted and the currency of the credit previously gained. Marks gained on a previous course may be carried forward under certain conditions. AP(E)L Regulations shall be followed (see Section B6).
- 24 Applicants seeking admission with credit to a later point than the start of the course shall provide evidence of certificated or uncertificated learning at a more advanced level than the minimum entry requirements, as appropriate to the course to which entry is sought. AP(E)L Regulations shall be followed (see Section B6).
- 25 The AP(E)L Board may determine that applicants with a particular qualification are to be admitted regularly with a standard amount of credit, which shall be specified in the course regulatory schedule or course regulations.

Section B2
Undergraduate regulatory framework

Section B2.1

Regulations for the undergraduate scheme and course structure

Introduction

- 1 The aim of the undergraduate modular scheme is to provide a higher education programme within an intellectual environment which addresses the University's general educational aims, the subject(s) studied and the wider context of students' studies, and develops skills, competencies and attitudes to enhance employability.
- 2 The scheme is based on principles of flexibility of admission (see the Generic principles for admissions and the University's minimum entry requirements in Section B1.2) and educational choice, provision of a range of modes of study and compatible awards, enabled by a credit transfer and accumulation system.
- 3 This regulatory framework applies to all the undergraduate courses of London Metropolitan University. Where for good reason (most commonly requirements imposed by professional bodies as a condition of professional recognition) variations to the scheme regulatory framework or additional detailed regulations are approved on behalf of Academic Board for specific courses, such variations shall be included in a course regulatory schedule, which shall augment, but be subservient to, this scheme regulatory framework.

Course structure

- 4 All undergraduate courses shall be based on a teaching year comprising an autumn and a spring semester of 15 weeks each and, where appropriate, a summer studies period.
- 5 Each module of study shall be worth 15 credits (equivalent to 7.5 ECTS credits), denoting 150 learning hours. Modules shall normally be delivered in a single semester.
- 6 Double modules, worth 30 credits, may be delivered in a single semester or over two consecutive semesters. Exceptionally courses may contain larger modules, worth up to 60 credits, where the nature of the discipline requires this. Double or larger modules shall contribute proportionately in the calculation of a student's overall mark. Within these regulations the word 'module' refers to a 15 credit module unless otherwise stated.
- 7 Each module (of any size) shall be ascribed to Certificate, Intermediate or Honours level.
- 8 The standard model for each level of a course shall comprise 8 modules.
- 9 All undergraduate students shall initially enrol on a course leading to a Single or Joint Honours award.
- 10 Certificate level of each course shall be designed so that on completion students are provided with defined opportunities for transfer to Major/Minor and between Joint and Single Honours courses (where they exist) in the light of identified strengths and weaknesses. Such transfers will not involve loss of standing; however, if the transfer is one not normally anticipated, specific credit or pre-requisites of the receiving course may result in an extension to the total length of the student's programme of study.

- 11 A Single Honours course shall include
- 6 or more core (compulsory) modules at Certificate level in the named subject area *and*
 - between 4 and 12 core modules at Intermediate and Honours level in the named subject area, making a total of up to 12, or exceptionally 14, core and core/designate modules.
- 12 A Joint Honours course shall include
- 3 core modules in each subject area at Certificate level *and*
 - between 4 and 6, or exceptionally 7, core and core designate modules in each subject area at Intermediate and Honours level.
- 13 A Major/Minor combination Honours course shall include
- 6 core modules at Intermediate and Honours level in the Major subject including 'employability' at Intermediate level and 'project' at Honours level *and*
 - 2 core/designate modules in the Major subject at each of Intermediate and Honours levels *and*
 - 4 core modules in the Minor subject at Intermediate and Honours level.
- 14 Courses may be designed to include
- one Certificate level designate or elective module *or* one Honours level designate or elective module within the Intermediate level of the course *and*
 - up to two Intermediate level designate or elective modules within the Honours level of the course.
- 15 In order to qualify for a named award students shall include additional designate/elective modules in their programme of study, as required by the model laid down in the course specification, to make up a total of 24 modules over Certificate, Intermediate and Honours levels.
- 16 Students who have been given credit for prior (experiential) learning in accordance with the AP(E)L Regulations (see Section B6) shall be exempted from taking those named or elective module(s) against which credit has already been given.
- 17 A student may claim APL credit for up to two-thirds (normally 240 credits, 16 modules) towards an award in accordance with the AP(E)L regulations (see Section B6). Students must achieve at least one third (normally 120 credits, 8 modules) of the learning towards an award while enrolled on a course leading to that award at this University.
- 18 A student shall not normally be permitted to register for more than a total of 24 modules at Intermediate and Honours levels combined. Retaking a module (see B2.2.18) counts as a separate registration for the purposes of this regulation. Students given credit in accordance with the AP(E)L Regulations shall be permitted a proportionately reduced total number of module registrations (See Section B6 Regulations for AP(E)L). A student who withdraws from his or her course (see Section C1 Regulation 21) or intermits with permission (see Section C1 Regulation 20) part way through a semester shall not have the modules for which he or she was registered included in the total number of module registrations.
- 19 Some courses require a period of work or study outside the University. (see also Section B1.1 Regulations 25-28 maximum duration of study). A sandwich course shall include 30 credits additional to those specified in Regulations 11-13 above, normally at Honours level, for a compulsory work placement module. A course requiring a year of study or work experience abroad shall likewise include 30 credits additional to those specified in Regulations 11-13 above, normally at Honours level. Such work or study outside the University shall not be treated as additional module(s) for the purposes of Regulation 18 above. The course regulatory schedule shall specify any other variations from the standard

course structure template for the undergraduate scheme to credit and assessment contributions towards the final degree classification.

Modes of study

- 20 Students shall be able to study full-time, part-time, during the day and/or the evening or by distance learning as stated in the relevant course specification. Students shall be able to switch between modes of study without loss of standing.
- 21 A full-time programme of study shall normally comprise 4 modules in a semester (8 modules in an academic year). Exceptionally and with the approval of the Director of Undergraduate Operations or nominee a full-time programme of study may comprise no fewer than 6 modules in an academic year or no more than 5 modules in each semester (10 modules in an academic year). Such arrangements exclude transferred credit.
- 22 A part-time programme of study shall be one comprising no more than 6 modules in an academic year and no more than 3 modules in a semester.

Approval of programmes of study

- 23 Each student shall have a programme of study, listing the modules to be studied in each semester for each level of the course. Each student undertaking study under the ERASMUS programme shall have a programme of study prepared in the form of an ECTS Learning Agreement. A programme of study shall be allocated to each student in advance of commencement of Certificate level; subsequently it shall be the student's responsibility to compile and obtain approval for their programme of study from an authorised programme approver.
- 24 The authorised programme approver shall approve a student's programme of study in line with the overall aims of the scheme, principles of academic coherence and the learning outcomes of the course for which the student is registered.
- 25 A programme of study shall be designed to ensure that wherever possible modules at a lower level are passed before those at a higher level are commenced. Students shall be permitted to study a mixture of modules at two different levels concurrently only where the authorised programme approver determines that this is appropriate for the individual student.
- 26 Where a pre-requisite module at a lower level is specified for another module, a student must normally pass that pre-requisite before embarking upon study for the module. (See also B2.2.6)
- 27 Students may only attend and be assessed in those modules included in their approved programme of study.
- 28 Programmes of study shall normally be finalised before the start of the semester.
- 29 A student who submits notification in writing of withdrawal from a module from which he or she is registered no later than the end of the sixth week shall be deemed not to have taken the module. Without such notification of withdrawal every module shall count towards the maximum permitted total of 24 registrations (see regulation 18 above). Having withdrawn from a module a student shall not be permitted to replace it with an alternative module in the same semester.

Section B2.2

Regulations for undergraduate assessment

Undergraduate assessment scheme

- 1 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section B8.1).
- 2 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.
- 3 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's Quality Assurance Procedures.
- 4 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, Subject Standards Boards or, exceptionally, chairs of Subject Standards Boards may vary the methods as appropriate (see Section B8.1 Regulation 10).
- 5 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted or be submitted late without valid mitigating circumstances (see Regulation 26 below) a mark of zero will be recorded for that item.
- 6 Course regulatory schedules may specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed. A compulsory work placement module or period of study or work experience abroad shall always be required to be passed.
- 7 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 40%.
- 8 If a student achieves an overall mark of less than 25% for a module no credit shall be awarded for that module, nor shall the module count towards the achievement of any award (See Regulations 24, 25, 33, 37, 38, 42 and 48 below). Such modules shall however be counted towards the total permitted number of module registrations (see B2.1.18). A student achieving an overall mark of less than 25% for a module shall be required to be reassessed in the failed items of assessed work or to retake the same or a suitable alternative module.
- 9 The following conversions to and from ECTS grades shall be used, where appropriate. London Met marks shall be converted to ECTS grades for outgoing students moving to institutions elsewhere with credit gained for study undertaken at this University. ECTS grades shall be converted to London Met marks for incoming students returning to this University with credit for study undertaken elsewhere.

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

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

Responsibilities of students

- 11 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.
- 12 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories.
- 13 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or non-submission of an item of assessed work to familiarise themselves with the procedures for making a claim and the circumstances in which they are allowed to do so (see Regulations 26 - 28 below).
- 14 It shall be the responsibility of students who believe they have grounds for requesting reviews of decisions of an Assessment Board to submit an application to the Director of Quality and Standards within ten working days of results being issued in accordance with the Regulations governing Appeals against decisions of Assessment Boards (see Section C2).
- 15 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Regulations governing allegations of Academic Misconduct on the part of a student (see Section C3). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Regulations.

Reassessment and retaking

- 16 A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark has been awarded. Reassessment in a module shall mean reassessment in the item(s) which have been failed and shall involve the completion of new tasks.
- 17 Reassessment shall normally be based on the same principles and requirements as the first opportunity for assessment and shall assess achievement of the same learning

outcomes. A student shall not have the right to be reassessed in elements which are no longer current in the course. The Assessment Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. The course regulatory schedule shall specify the means of reassessment of any period of work experience or work-based learning.

- 18 Reassessment shall take place during the resit period following the academic session in which the module was taken.
- 19 If successful in a reassessment the student shall be awarded the mark achieved in place of the original mark. If unsuccessful the student shall retain the higher mark awarded.
- 20 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 18, Section B2.1. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.
- 21 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.
- 22 Under the provisions of Regulation 16 above it remains open to a student who has been awarded credit for a failed module on the basis of overall performance to retake that module; the mark gained by passing that module shall replace the mark previously awarded.
- 23 Where a student has failed six modules in a level that student shall be required to undertake a review of their academic performance with a Personal Academic Advisor. On the basis of this review they may be counselled to leave the course or to seek readmission on a different course.

Progression

- 24 A student shall be awarded 120 credits at Certificate level on the basis of their overall performance and permitted to progress to Intermediate level when he or she has:
 - undertaken the assessment for modules equivalent to 120 credits at Certificate level *and*
 - achieved passing marks in at least 6 of these modules (or the credit point equivalent), including any required by the course regulatory schedule to be passed (see Regulation 6 above).
- 25 A student shall be permitted to progress from Intermediate to Honours level on the basis of their overall performance when he or she has:
 - undertaken the assessment for modules equivalent to 120 credits specified for the Intermediate level of the course *and*
 - achieved passing marks in at least 6 of these modules (or the credit point equivalent), including any required by the course regulatory schedule to be passed (see Regulation 6 above).

Mitigating circumstances/extenuation

- 26 If a student believes that their failure, absence or non-submission of work in an item of assessed work was due to illness or other valid reasons, the student may submit a claim under procedures approved by the Academic Board. If this claim is found to be substantiated, recommendation shall be made to the Assessment Board that the student

be assessed on the next occasion in the item of assessed work; this attempt shall replace the opportunity when the mitigating circumstances pertained. Coursework may be submitted up to two weeks later than the original submission date if a claim for extenuation is substantiated.

- 27 Claims for extenuation in respect of poor performance shall not be valid.
- 28 A student may submit a claim seeking extenuation for a particular item of assessed work on two occasions only. A mark of zero will then be awarded for that item of assessed work, if it is not attempted at the next opportunity and there will be no further opportunity for reassessment.

Minimum criteria for awards

- 29 Awards shall be conferred by Awards Boards at each level of a course, provided the student has achieved the learning outcomes of that level of the course.
- 30 Students who have not completed the course for which they have been registered and have not re-enrolled on the same course within a reasonable period shall be issued with a certificate as a record of the highest level of award conferred on them (see Section B8.2 Regulation 6, Regulations for certification).

Certificate of Proficiency in Languages

- 31 A student shall be entitled to claim a Certificate of Proficiency in Languages if he or she has passed two consecutively graded modules (30 credits) in a named language. The name of the language studied (or “English as a Foreign Language”) preceded by the stage achieved shall be appended in brackets to the award title. To achieve a stage the higher level module of one of the five designated stages must be passed.

University Certificate

- 32 A University Certificate shall be awarded to a student who has achieved a passing mark in 3 modules (or the credit point equivalent) at Certificate level.

Certificate of Higher Education

- 33 A Certificate of Higher Education shall be awarded to a student who has:
- undertaken the assessment for modules equivalent to 120 credits at Certificate level *and*
 - achieved passing marks in at least 6 of these modules (or the credit point equivalent).
- 34 A Certificate of Higher Education in single or joint named subjects shall be awarded to a student who has:
- fulfilled the requirements for a Certificate of Higher Education *and in so doing*
 - passed at least 5 modules (or the credit point equivalent) specified in the named Single or Joint course(s), including any required by the course regulatory schedule to be passed (see Regulation 6 above).
- 35 A Certificate of Higher Education with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best eight modules (or the credit point equivalent) at Certificate level.

- 36 A Certificate of Higher Education with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best eight modules (or the credit point equivalent) at Certificate level.

University Diploma

- 37 A University Diploma shall be awarded to a student who has:
- undertaken the assessment for modules equivalent to 165 credits at Certificate and Intermediate levels, at least 45 credits of which are at Intermediate level *and*
 - achieved passing marks in at least 3 modules at Intermediate level and 6 modules at Certificate level (or the credit point equivalent).

Diploma of Higher Education

- 38 A Diploma of Higher Education shall be awarded to a student who has:
- been awarded 120 credits at Certificate level (see Regulation 22) *and*
 - undertaken the assessment for modules equivalent to 120 credits specified for the Intermediate level of the course *and*
 - achieved passing marks in at least 7 of these modules (or the credit point equivalent).
- 39 A Diploma of Higher Education in single or joint named subjects shall be awarded to a student who has:
- fulfilled the requirements for a Diploma of Higher Education *and in so doing*
 - passed at least 6 modules at Intermediate level and 5 modules at Certificate level (or the credit point equivalent) specified in the named Single or Joint course(s), including any required by the course regulatory schedule to be passed (see Regulation 6 above).
- 40 A Diploma of Higher Education with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best eight modules (or the credit point equivalent) at Intermediate level.
- 41 A Diploma of Higher Education with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best eight modules (or the credit point equivalent) at Intermediate level.

Unclassified Bachelor's degree

- 42 An unclassified Bachelor's degree (degree without honours) shall be awarded to a student has:
- been awarded 120 credits at Certificate level (see Regulation 22 above) *and*
 - undertaken the assessment for modules equivalent to 120 credits specified for the Intermediate level of the course *and*
 - achieved passing marks in at least 7 of these modules (or the credit point equivalent) *and*
 - passed at least 4 additional modules (or the credit point equivalent) at Honours level.
- 43 An unclassified Bachelor's degree in a named subject shall be awarded to a student who has:
- fulfilled the requirements for an unclassified Bachelor's degree *and in so doing*
 - passed at least 4 modules (or the credit point equivalent) specified in the named Single Honours course at each of Honours and Intermediate levels, including any required by the course regulatory schedule to be passed (see Regulation 6 above).
- 44 An unclassified Bachelor's degree in two named subjects shall be awarded to a student who has:
- fulfilled the requirements for an unclassified Bachelor's degree *and in so doing*

- passed at least 2 modules (or the credit point equivalent) specified in the named Joint Honours course at each of Honours and Intermediate levels, including any required by the course regulatory schedule to be passed (see Regulation 6 above).

The two named subjects shall be linked in the degree title by the word “and”.

45 An unclassified Bachelor’s degree in a named Major/Minor subject combination shall be awarded to a student who has:

- fulfilled the requirements for an unclassified Bachelor’s degree *and in so doing*
- passed at least 3 modules (or the credit point equivalent) specified in the named Major course and 1 module in the named Minor course at each of Honours and Intermediate levels, including any required by the course regulatory schedule to be passed (see Regulation 6 above)

The named major subject shall be linked in the degree title to the named minor subject by the word “with”.

46 An unclassified Bachelor’s degree with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best 12 modules (or the credit point equivalent) at Intermediate and Honours levels, including at least 4 modules (or the credit point equivalent) at Honours level.

47 An unclassified Bachelor’s degree with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best 12 modules (or the credit point equivalent) at Intermediate and Honours levels, including at least 4 modules (or the credit point equivalent) at Honours level.

Degree with Honours

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

- been awarded 120 credits at Certificate level (see Regulation 22 above) *and*
- undertaken the assessment for modules equivalent to 120 credits specified for Intermediate level of the course *and*
- achieved passing marks in at least 7 of these modules (or the credit point equivalent), including any required by the course regulatory schedule to be passed (see Regulation 6 above) *and*
- undertaken the assessment for additional modules equivalent to 120 credits at Honours and Intermediate levels, at least 90 of which are at Honours level *and*
- achieved passing marks in at least 7 of these 8 additional modules (or the credit point equivalent) at Honours and Intermediate levels, including any required by the course regulatory schedule to be passed (see Regulation 6 above).

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

- fulfilled the requirements for a degree with Honours *and in so doing*
- passed at least 10 modules (or the credit point equivalent) at Honours and Intermediate levels in the named Single Honours course including all those required by the course regulatory schedule to be passed (see Regulation 6 above).

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

- fulfilled the requirements for a degree with Honours *and in so doing*
- passed at least 5 modules (or the credit point equivalent) at Honours and Intermediate levels in each of the named Joint Honours courses including all those required by the course regulatory schedules to be passed (see Regulation 6 above).

The two named subjects shall be linked in the degree title by the word “and”.

51 An Honours degree in a named Major/Minor subject combination shall be awarded to a student who has:

- fulfilled the requirements for a degree with Honours *and in so doing*

- passed at least 7 modules (or the credit point equivalent) at Honours and Intermediate levels in the named Major course and at least 3 modules (or the credit point equivalent) at Honours and Intermediate levels in the named Minor course, including all those required by the course regulatory schedules to be passed (see Regulation 6 above).

The named major subject shall be linked in the degree title to the named minor subject by the word “with”.

- 52 A degree with Honours in Combined Studies (Single Honours, Joint, Major or Minor) shall be awarded to a student who has fulfilled the requirements for a degree with Honours (see Regulation 45 above) by following a more broadly based programme of study than a course in a named subject.
- 53 Such a student who has fulfilled the requirements for a Major, Minor, or one Joint in a named subject, but cannot be awarded in Minor, Major or second Joint (as appropriate) in a second named subject, shall be made the relevant award in Combined Studies. A Minor award in Combined Studies shall be made on the basis of at least 3 modules (or the credit point equivalent) passed at Honours and Intermediate levels. A Major award in Combined Studies shall be made on the basis of at least 7 modules (or the credit point equivalent) passed at Honours and Intermediate levels. A Joint award in Combined Studies shall be made on the basis of at least 5 modules (or the credit point equivalent) passed at Honours and Intermediate levels. Combined Studies shall be the last named component appearing within the award title.
- 54 Where a Single Honours degree cannot be awarded in a named subject a student shall be awarded an Honours degree in Combined Studies on the basis of at least 14 modules (or the credit point equivalent) passed at Honours and Intermediate levels.

Honours classification

- 55 Subject to the satisfaction of the above criteria, the classification of the award shall be calculated on the basis of the best 15 modules (or the credit point equivalent) taken at Intermediate and Honours levels, at least 6 of which are at Honours level. An average mark over these 15 modules shall be calculated.

- 56 The threshold for each classification band shall be as follows:

70% and above	First class honours standard
60% - 69.99%	Second class honours upper division standard
50% - 59.99%	Second class honours lower division standard
40% - 49.99%	Third class honours standard
0% - 39.99%	Fail.

- 57 If the average mark, as calculated in Regulation 55, falls no more than 3% short of the next highest classification boundary, the distribution of marks across the best 15 modules at Honours and Intermediate levels will be considered. If the marks for 8 of these modules (or the credit point equivalent) fall within a higher class than the overall average mark, the classification shall be raised by one class above that indicated by the overall average mark. The calculation of degree classification shall be conducted pro-rata for students who by reason of AP(E)L award of credit, or assessed periods of study or work outside the University, have been awarded marks for fewer or more than 16 modules at Intermediate and Honours levels in order to satisfy the requirements for an Honours degree.

Aegrotat award

58 An Aegrotat degree may be awarded where a student has been certified as absent for valid reasons and is unable to complete the course and sufficient evidence has been submitted to the Awards Board. (See also Section B8.2 Regulation 19)

Award titles

- 59 The University's Quality Assurance Procedures, sometimes in conjunction with professional body procedures, shall determine the award titles in respect of individual courses, following the guidance below.
- 60 Students may receive a Bachelor of Arts, Bachelor of Science, Bachelor of Laws, or Bachelor of Engineering. Single Honours, Major/Minor combinations and individual Joint courses in particular subjects shall be approved to lead to these awards, as specified at validation and consistent with professional body regulations, where appropriate.
- 61 The award of Bachelor of Arts (BA) shall be associated with art and design, the arts and humanities, combined studies in the arts and social studies, and in areas of social or business studies where it is appropriate.
- 62 The award of Bachelor of Science (BSc) shall be associated with social science, computing, science or mathematics and their applications.
- 63 The award of Bachelor of Laws (LLB) shall be reserved for undergraduate courses of specialised study in law.
- 64 The award of Bachelor of Engineering (BEng) shall be reserved for undergraduate courses of specialised study in engineering.
- 65 Decisions about which degrees to award to students who are to receive Combined Studies or Joint awards shall be the responsibility of the Awards Board. The decision will be determined by the mix and quantity of particular subjects successfully completed by a student. Unless a minimum of ten of the modules successfully completed at Intermediate and Honours levels would lead to a Bachelor of Science award (if the modules were taken as part of Single Honours courses) a Bachelor of Arts will be awarded.

Section B2.3

Regulations for Foundation Degrees: course structure

Introduction

- 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. Foundation degrees may be delivered wholly or partially through the workplace, subject to the University's Academic Regulations and Quality Assurance Procedures.
- 2 These regulations, which are within the undergraduate regulatory framework, apply to all the Foundation Degree courses of London Metropolitan University because Foundation Degrees are within the undergraduate scheme. Where for good reason (most commonly requirements imposed by professional bodies as a condition of professional recognition) variations to these regulations or additional detailed regulations are approved on behalf of Academic Board for specific courses, such variations shall be included in a course regulatory schedule, which shall augment, but be subservient to these regulations within the overall undergraduate scheme regulatory framework.

Course structure

- 3 All foundation degree courses shall be based on a teaching year comprising an autumn and a spring semester of 15 weeks each and, where appropriate, a summer studies period. A period/ periods of work experience shall be integrated into this structure.
- 4 Each module of study shall be worth 15 credits (equivalent to 7.5 ECTS credits), denoting 150 learning hours. Modules shall normally be delivered in a single semester.
- 5 Double modules, worth 30 credits, may be delivered in a single semester or over two consecutive semesters. Courses may contain larger modules (eg organised work experience), worth up to 60 credits. Double or larger modules shall contribute proportionately in the calculation of a student's overall mark. Within these regulations the word 'module' refers to a 15 credit module unless otherwise stated.
- 6 Each module (of any size) shall be ascribed to Certificate or Intermediate level. Modules shall normally be designed expressly for Foundation Degree students; however, where appropriate, a limited number of modules may be shared by Honours and Foundation degree students.
**Editor's note: At this stage not all modules must be expressly designed for FD students, where this makes academic sense and permits optimum resource utilisation; however, in future it may be advisable to limit the number of modules which may be shared with Honours students.*
- 7 The standard model for each level of a course shall comprise 8 modules.
- 8 A Foundation degree course shall include
 - at least 6 core (compulsory) modules at Certificate level *and*
 - a minimum of one and a maximum of 4 organised work experience core modules, normally at Intermediate level

- between 2 and 8 core modules at Intermediate level, including any work experience module(s) at this level.
- 9 Foundation degree courses shall normally be designed so that students are provided with defined opportunities for transfer to Honours degree courses or other educational or professional awards. The course regulatory schedule of the receiving Honours degree shall specify whether and how students awarded particular Foundation Degrees may progress to it. A period of further study may be required following the award of a Foundation Degree before students are permitted to enrol on an Honours degree course.
 - 10 Students who have been given credit for prior (experiential) learning in accordance with the AP(E)L Regulations (see Section B6) shall be exempted from taking those named or elective module(s) against which credit has already been given.
 - 11 A student may claim APL credit for up to two-thirds (normally 150 credits, 10 modules) towards an award in accordance with the AP(E)L regulations (see Section B6). Students must achieve at least one third (normally 90 credits, 6 modules) of the learning towards an award while enrolled on a course leading to that award at this University.
 - 12 A student shall not normally be permitted to register for more than a total of 24 modules at Certificate and Intermediate levels combined. Retaking a module (see B2.2.18) counts as a separate registration for the purposes of this regulation. Students given credit in accordance with the AP(E)L Regulations shall be permitted a proportionately reduced total number of module registrations (See Section B6 Regulations for AP(E)L). A student who withdraws from his or her course (see Section C1 Regulation 21) or intermits with permission (see Section C1 Regulation 20) part way through a semester shall not have the modules for which he or she was registered included in the total number of module registrations.

Modes of study

- 13 Students shall be able to study full-time, part-time, during the day and/or the evening, or by distance learning as stated in the relevant course specification. Students shall be able to switch between modes of study without loss of standing.
- 14 A full-time programme of study shall normally comprise 4 modules in a semester (8 modules in an academic year). Exceptionally and with the approval of the Director of Undergraduate Operations or nominee a full-time programme of study may comprise no fewer than 6 modules in an academic year or no more than 5 modules in each semester (10 modules in an academic year). Such arrangements exclude transferred credit.
- 15 A part-time programme of study shall be one comprising no more than 6 modules in an academic year and no more than 3 modules in a semester.

Approval of programmes of study

- 16 Each student shall have a programme of study, listing the modules to be studied in each semester for each level of the course. Each student undertaking study under the ERASMUS programme shall have a programme of study prepared in the form of an ECTS Learning Agreement. A programme of study shall be allocated to each student in advance of commencement of Certificate level; subsequently it shall be the student's responsibility to compile and obtain approval for their programme of study from an authorised programme approver.

- 17 The authorised programme approver shall approve a student's programme of study in line with the overall aims of the scheme, principles of academic coherence and the learning outcomes of the course for which the student is registered.
- 18 A programme of study shall be designed to ensure that wherever possible modules at a lower level are passed before those at a higher level are commenced. Students shall be permitted to study a mixture of modules at two different levels concurrently only where the authorised programme approver determines that this is appropriate for the individual student.
- 19 Where a pre-requisite module at a lower level is specified for another module, a student must normally pass that pre-requisite before embarking upon study for the module. (See also B2.4.6)
- 20 Students may only attend and be assessed in those modules included in their approved programme of study.
- 21 Programmes of study shall normally be finalised before the start of the semester.
- 22 A student who submits notification in writing of withdrawal from a module from which he or she is registered no later than the end of the sixth week shall be deemed not to have taken the module. Without such notification of withdrawal every module shall count towards the maximum permitted total of 24 registrations (see regulation 12 above). Having withdrawn from a module a student shall not be permitted to replace it with an alternative module in the same semester.

Section B2.4

Regulations for the assessment of Foundation Degrees

Foundation degree assessment scheme

- 1 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section B8.1).
- 2 Each student shall be offered an opportunity to be assessed in each module in his/her approved programme of study under an approved scheme of assessment in the final semester in which the module is studied.
- 3 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's Quality Assurance Procedures.
- 4 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, Subject Standards Boards or, exceptionally, chairs of Subject Standards Boards may vary the methods as appropriate (see Section B8.1 Regulation 10).
- 5 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted or be submitted late without valid mitigating circumstances (see Regulation 25 below) a mark of zero will be recorded for that item.
- 6 Course regulatory schedules may specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed.
- 7 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 40%.
- 8 If a student achieves an overall mark of less than 25% for a module no credit shall be awarded for that module, nor shall the module count towards the achievement of any award (see Regulations 22, 24, 32, 35 and 36 below). Such modules shall however be counted towards the total permitted number of module registrations (see B2.3.12). A student achieving an overall mark of less than 25% for a module shall be required to be reassessed in the failed items of assessed work or to retake the same or a suitable alternative module.
- 9 The following conversions to and from ECTS grades shall be used, where appropriate. London Met marks shall be converted to ECTS grades for outgoing students moving to institutions elsewhere with credit gained for study undertaken at this University. ECTS grades shall be converted to London Met marks for incoming students returning to this University with credit for study undertaken elsewhere.

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

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

Responsibilities of students

- 11 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.
- 12 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories.
- 13 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or non-submission of an item of assessed work to familiarise themselves with the procedures for making a claim and the circumstances in which they are allowed to do so (see Regulations 25-27 below).
- 14 It shall be the responsibility of students who believe they have grounds for requesting reviews of decisions of an Assessment Board to submit an application to the Director of Quality and Standards within ten working days of results being issued in accordance with the Regulations governing Appeals against decisions of Assessment Boards (see Section C2).
- 15 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Regulations governing allegations of Academic Misconduct on the part of a student (see Section C3). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Regulations.

Reassessment and retaking

- 16 A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark has been awarded. Reassessment in a module shall mean reassessment in the item(s) which have been failed and shall involve the completion of new tasks.
- 17 Reassessment shall normally be based on the same principles and requirements as the first opportunity for assessment and shall assess achievement of the same learning

outcomes. A student shall not have the right to be reassessed in elements which are no longer current in the course. The Assessment Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. The course regulatory schedule shall specify the means of reassessment of the period of work experience or work-based learning.

- 18 Reassessment shall normally take place during the resit period following the academic session in which the module was taken. Reassessment shall not be permitted before this resit period.
- 19 If successful in a reassessment the student shall be awarded the mark achieved in place of the original mark. If unsuccessful the student shall retain the higher mark awarded.
- 20 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 12, Section B2.3. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.
- 21 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.
- 22 Under the provisions of Regulation 15 above it remains open to a student who has been awarded credit for a failed module on the basis of overall performance to retake that module; the mark gained by passing that module shall replace the mark previously awarded.
- 23 Where a student has failed six modules in a level that student shall be required to undertake a review of their academic performance with a Personal Academic Advisor. On the basis of this review they may be counselled to leave the course or to seek readmission on a different course.

Progression

- 24 A student shall be awarded 120 credits at Certificate level on the basis of their overall performance and permitted to progress to Intermediate level when he or she has:
 - undertaken the assessment for modules equivalent to 120 credits at Certificate level *and*
 - achieved passing marks in at least 6 of these modules (or the credit point equivalent), including any required by the course regulatory schedule to be passed (see Regulation 6 above).

Mitigating circumstances/extenuation

- 25 If a student believes that their failure, absence or non-submission of work in an item of assessed work was due to illness or other valid reasons, the student may submit a claim under procedures approved by the Academic Board. If this claim is found to be substantiated, recommendation shall be made to the Assessment Board that the student be assessed on the next occasion in the item of assessed work; this attempt shall replace the opportunity when the mitigating circumstances pertained. Coursework may be submitted up to two weeks later than the original submission date if a claim for extenuation is substantiated.
- 26 Claims for extenuation in respect of poor performance shall not be valid.

- 27 A student may submit a claim seeking extenuation for a particular item of assessed work on two occasions only. A mark of zero will then be awarded for that item of assessed work, if it is not attempted at the next opportunity and there will be no further opportunity for reassessment.

Minimum criteria for awards

- 28 Awards shall be conferred by Awards Boards at each level of a course, provided the student has achieved the learning outcomes of that level of the course.
- 29 Students who have not completed the course for which they have been registered and have not re-enrolled on the same course within a reasonable period shall be issued with a certificate as a record of the highest level of award conferred on them (see Section B8.2 Regulation 6, Regulations for certification).

Certificate of Proficiency in Languages

- 30 A student shall be entitled to claim a Certificate of Proficiency in Languages if he or she has passed two consecutively graded modules (30 credits) in a named language. The name of the language studied (or “English as a Foreign Language”) preceded by the stage achieved shall be appended in brackets to the award title. To achieve a stage the higher level module of one of the five designated stages must be passed.

University Certificate

- 31 A University Certificate shall be awarded to a student who has achieved a passing mark in 3 modules (or the credit point equivalent) at Certificate level.

Certificate of Higher Education (Foundation Degree)

- 32 A Certificate of Higher Education (Foundation Degree) shall be awarded to a student who has:
- undertaken the assessment for modules equivalent to 120 credits at Certificate level in his or her approved programme of study and
 - achieved passing marks in at least 6 of these modules (or the credit point equivalent).
- 33 A Certificate of Higher Education (Foundation Degree) with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best eight modules (or the credit point equivalent) at Certificate level.
- 34 A Certificate of Higher Education (Foundation Degree) with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best eight modules (or the credit point equivalent) at Certificate level.

University Diploma

- 35 A University Diploma shall be awarded to a student who has:
- undertaken the assessment for modules equivalent to 165 credits at Certificate and Intermediate levels, at least 45 credits of which are at Intermediate level *and*
 - achieved passing marks in at least 3 modules at Intermediate level and 6 modules at Certificate level (or the credit point equivalent).

Foundation Degree

- 36 A Foundation Degree shall be awarded to a student who has:
- achieved passing marks in the period/all periods of work experience *and*

- been awarded 120 credits in his or her approved programme of study at Certificate level (see Regulation 22) *and*
- undertaken the assessment for modules equivalent to 120 credits in his or her approved programme of study at Intermediate level *and*
- achieved passing marks in at least 7 of these modules at Intermediate level (or the credit point equivalent).

37 A Foundation Degree with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best eight modules (or the credit point equivalent) at Intermediate level.

38 A Foundation Degree with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best eight modules (or the credit point equivalent) at Intermediate level.

Aegrotat award

39 An Aegrotat award may be conferred where a student has been certified as absent for valid reasons and is unable to complete the course and sufficient evidence has been submitted to the Awards Board. (See also Section B8.2 Regulation 19)

Award titles

40 The University's Quality Assurance Procedures, sometimes in conjunction with professional body procedures, shall determine the award titles in respect of individual courses, following the guidance below.

41 Students may receive a Foundation Degree (Arts) or a Foundation Degree (Science), as specified at validation.

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

43 The award of Foundation Degree (Science) (FDSc) shall be associated with social science, computing, science or mathematics and their applications.

Section B2.5

Regulations for BTEC Higher National awards: course structure

Introduction

- 1 BTEC Higher National awards are a distinctive mix of academic and vocational learning, which aim to equip learners with skills and knowledge relevant to employment and/or to enable progression to further academic or professional qualifications in related areas of study.
- 2 These regulations, which are within the undergraduate regulatory framework, apply to all the BTEC Higher National award courses of London Metropolitan University. Where for good reason (most commonly requirements imposed by the licence to offer customised non NQF qualifications granted by Edexcel to the University) variations to these regulations or additional detailed regulations are approved on behalf of Academic Board for specific courses, such variations shall be included in a course regulatory schedule, which shall augment, but be subservient to, these regulations within the overall undergraduate regulatory framework.
- 3 Students shall enrol on a course leading to the award of either a Higher National Certificate or a Higher National Diploma and shall not normally transfer between the two.

Course structure

- 4 All BTEC Higher National award courses shall be based on a teaching year comprising an autumn and a spring semester of 15 weeks each and, where appropriate, a summer studies period.
- 5 Each module of study shall be worth 15 credits (equivalent to 7.5 ECTS credits), denoting 150 learning hours. Modules shall normally be delivered in a single semester.
- 6 Double modules, worth 30 credits, may be delivered in a single semester or over two consecutive semesters. Courses may contain larger modules (eg organised work experience), worth up to 60 credits. Within these regulations the word 'module' refers to a 15 credit module unless otherwise stated.
- 7 Each module (of any size) shall be ascribed to Certificate or Intermediate level. Modules shall normally be designed expressly for Higher National award students; however, where appropriate, a limited number of modules may be shared by Higher National award, Foundation Degree and/or Honours students.
**Editor's note: At this stage not all modules must be expressly designed for HNA students, where this makes academic sense and permits optimum resource utilisation; however, in future it may be advisable to limit the number of modules which may be shared with Honours or Foundation degree students, in line with similar limits proposed for Foundation degree courses.*
- 8 A BTEC Higher National award course shall include core (compulsory) modules and, where appropriate, designate modules.
**Editor's note: The course structure may be further formalised at a later stage.*
- 9 The standard model for each level of a Higher National Diploma course shall comprise 8 modules.

- 10 BTEC Higher National Diploma courses shall normally be designed so that students are provided with defined opportunities for progression to Honours degree courses or other educational or professional awards. A period of further study may be required following the award of a BTEC Higher National Diploma before students are permitted to enrol on an Honours degree course. The course regulatory schedule shall specify how and at what level students may progress to particular Honours degree course(s).
**Editor's note: Criteria for progression to an Honours course must be explicitly described and consistently applied; progression routes from HNAs should also be identically described in the course regulatory schedule of the "receiving" Honours degree(s).*
- 11 Students who have been given credit for prior (experiential) learning in accordance with the AP(E)L Regulations (see Section B6) shall be exempted from taking those named module(s) against which credit has already been given.
- 12 A student may claim AP(E)L credit for up to two-thirds (normally 150 credits, 10 modules for a Higher National Diploma student and proportionately for a Higher National Certificate student) towards an award in accordance with the AP(E)L regulations (see Section B6). Students must achieve at least one third (normally 90 credits, 6 modules for a Higher National Diploma student and proportionately for a Higher National Certificate student) of the learning towards an award while enrolled on a course leading to that award at this University.
- 13 A student enrolled on a Higher National Diploma course shall not normally be permitted to register for more than a total of 24 modules at Certificate and Intermediate levels combined. A student enrolled on a Higher National Certificate course shall not normally be permitted to register for more than a total of 15 modules at Certificate and Intermediate levels combined. Retaking a module (see B2.6.18) counts as a separate registration for the purposes of this regulation. Students given credit in accordance with the AP(E)L Regulations shall be permitted a proportionately reduced total number of module registrations (See Section B6 Regulations for AP(E)L). A student who withdraws from his or her course (see Section C1 Regulation 21) or intermits with permission (see Section C1 Regulation 20) part way through a semester shall not have the modules for which he or she was registered included in the total number of module registrations.

Modes of study

- 14 Students shall be able to study full-time, part-time, during the day and/or the evening, or by distance learning as stated in the relevant course specification. Students shall be able to switch between modes of study without loss of standing.
- 15 A full-time programme of study shall normally comprise 4 modules in a semester (8 modules in an academic year). Exceptionally and with the approval of the Director of Undergraduate Operations or nominee a full-time programme of study may comprise no fewer than 6 modules in an academic year or no more than 5 modules in each semester (10 modules in an academic year). Such arrangements exclude transferred credit.
- 16 A part-time programme of study shall be one comprising no more than 6 modules in an academic year and no more than 3 modules in a semester.

Approval of programmes of study

- 17 Each student shall have a programme of study, listing the modules to be studied in each semester for each level of the course. Each student undertaking study under the ERASMUS programme shall have a programme of study prepared in the form of an ECTS Learning

Agreement. A programme of study shall be allocated to each student in advance of commencement of Certificate level; subsequently it shall be the student's responsibility to compile and obtain approval for their programme of study from an authorised programme approver.

- 18 The authorised programme approver shall approve a student's programme of study in line with the overall aims of the scheme, principles of academic coherence and the learning outcomes of the course for which the student is registered.
- 19 A programme of study shall be designed to ensure that wherever possible modules at a lower level are passed before those at a higher level are commenced. Students shall be permitted to study a mixture of modules at two different levels concurrently only where the authorised programme approver determines that this is appropriate for the individual student.
- 20 Where a pre-requisite module at a lower level is specified for another module, a student must normally pass that pre-requisite before embarking upon study for the module. (See also B2.6.6)
- 21 Students may only attend and be assessed in those modules included in their approved programme of study.
- 22 Programmes of study shall normally be finalised before the start of the semester.
- 23 A student who submits notification in writing of withdrawal from a module from which he or she is registered no later than the end of the sixth week shall be deemed not to have taken the module. Without such notification of withdrawal every module shall count towards the maximum permitted total of 24 registrations (see regulation 12 above). Having withdrawn from a module a student shall not be permitted to replace it with an alternative module in the same semester.

Section B2.6

Regulations for the assessment of BTEC Higher National awards

- 1 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section B8.1).
- 2 Each student shall be offered an opportunity to be assessed in each module within his/her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.
**Editor's note: assessment of any periods of work experience (which might be undertaken over the summer or over two or more semesters) may require regulation within the course regulatory schedule.*
- 3 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's Quality Assurance Procedures.
**Editor's note: assessment of Common Skills is no longer required; however, it is anticipated that they will continue to be delivered, integrated into learning outcomes.*
- 4 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, Subject Standards Boards or, exceptionally, chairs of Subject Standards Boards may vary the methods as appropriate (see Section B8.1 Regulation 10).
- 5 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall grade for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed.
- 6 Course regulatory schedules may specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed.
- 7 In order to pass a module student must achieve all the specified learning outcomes. On the basis of performance in the approved assessment scheme each student shall be awarded a grade for each module reported in accordance with the following scale:

Distinction	}	Passing grades
Merit	}	
Pass	}	
Fail	}	

- 8 Where conversion to or from percentage marks is required the following scale shall be used:

<i>Grade</i>	<i>Percentage equivalent</i>
Distinction	70% and above
Merit	55-69%
Pass	40-54%
Fail	0-39%

Responsibilities of students

- 9 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.
- 10 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories.
- 11 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or non-submission of an item of assessed work to familiarise themselves with the procedures for making a claim and the circumstances in which they are allowed to do so (see Regulations 22-23 below).
- 12 It shall be the responsibility of students who believe they have grounds for requesting reviews of decisions of an Assessment Board to submit an application to the Director of Quality and Standards within ten working days of results being issued in accordance with the Regulations governing Appeals against decisions of Assessment Boards (see Section C2).
- 13 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Regulations governing allegations of Academic Misconduct on the part of a student (see Section C3). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Regulations.

Reassessment and retaking

- 14 A student shall normally be entitled to be reassessed on one occasion in any module for which a fail grade has been awarded. Reassessment in a module shall mean reassessment in the item(s) which have been failed and shall involve the completion of new tasks.
- 15 Reassessment shall normally be based on the same principles and requirements as the first opportunity for assessment. A student shall not have the right to be reassessed in elements which are no longer current in the course. The Assessment Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. The course regulatory schedule shall specify the means of reassessment of any period of work experience or work-based learning.
- 16 Reassessment in any items of assessed work shall normally take place during the resit period following the academic session in which the module was taken. Reassessment shall not be permitted before this resit period
- 17 If successful in a reassessment the student shall be awarded the grade achieved in place of the original grade.
- 18 When a student has achieved a fail grade in both the original assessment and the reassessment for a module the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 13, Section B2.5. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.

- 19 A student shall not be entitled to resit or retake a module for which a passing grade has been awarded.
- 20 Where a student has failed six modules in a level that student shall be required to undertake a review of their academic performance with a Personal Academic Advisor. On the basis of this review they may be counselled to leave the course or to seek readmission on a different course.

Progression

- 21 A Higher National Diploma student shall be awarded 120 credits at Certificate level on the basis of their overall performance and permitted to progress to Intermediate level when he or she has:
- undertaken the assessment for modules equivalent to 120 credits at Certificate level *and*
 - achieved passing grades in at least 6 of these modules (or the credit point equivalent), including any required by the course regulatory schedule to be passed (see Regulation 6 above).

Mitigating circumstances/extenuation

- 22 If a student believes that their failure, absence or non-submission of work in an item of assessed work was due to illness or other valid reasons, the student may submit a claim under procedures approved by the Academic Board. If this claim is found to be substantiated, recommendation shall be made to the Assessment Board that the student be assessed on the next occasion in the item of assessed work; this attempt shall replace the opportunity when the mitigating circumstances pertained. Coursework may be submitted up to two weeks later than the original submission date if a claim for extenuation is substantiated.
- 23 Claims for extenuation in respect of poor performance shall not be valid.
- 24 A student may submit a claim seeking extenuation for a particular item of assessed work on two occasions only. A fail grade will then be awarded for that item of assessed work, if it is not attempted at the next opportunity and there will be no further opportunity for reassessment.

Minimum criteria for awards

- 25 Awards shall be conferred by Awards Boards at each level of a course, provided the student has achieved the learning outcomes of that level of the course.
- 26 Students who have not completed the course for which they have been registered and have not re-enrolled on the same course within a reasonable period shall be issued with a certificate as a record of the highest level of award conferred on them (see Section B8.2 Regulation 6, Regulations for certification).

Certificate of Proficiency in Languages

- 27 A Certificate of Proficiency in Languages may be claimed by a student who has passed two consecutively graded modules (30 credits) in a named language. The name of the language studied (or "English as a Foreign Language") preceded by the stage achieved shall be appended in brackets to the award title. To achieve a stage the higher level module of this stage must be passed.

University Certificate

- 28 A University Certificate shall be awarded to a student who has achieved a passing grade in 3 modules (or the credit point equivalent) at Certificate level.

Certificate of Higher Education (Higher National Certificate/Diploma)

- 29 A Certificate of Higher Education (Higher National Certificate) or Certificate of Higher Education (Higher National Diploma), dependent on the course on which the student is enrolled, shall be awarded to a student who has:
- undertaken the assessment for modules equivalent to 120 credits at Certificate level in his or her approved programme of study *and*
 - achieved passing grades in at least 6 of these modules (or the credit point equivalent).

Higher National Certificate

- 30 A Higher National Certificate shall be awarded to a student who has achieved passing grades in 10 modules (or the credit point equivalent), at least two at Intermediate level and the remainder at Certificate level.

**Editor's note: in future, in line with national guidance, a more prescriptive requirement for the number of modules at Certificate and Intermediate levels may be agreed.*

Higher National Diploma

- 31 A Higher National Diploma shall be awarded to a student who has achieved passing grades in 8 modules at each of Certificate and Intermediate levels (or the credit point equivalent).

Aegrotat award

- 32 An Aegrotat award may be made where a student has been certified as absent for valid reasons and is unable to complete the course and sufficient evidence has been submitted to the Awards Board. (See also Section B8.2 Regulation 19)

Section B3
Postgraduate regulatory framework

Section B3.1

Regulations for the taught postgraduate scheme and course structure

Introduction

- 1 The aim of the taught postgraduate modular scheme is to provide a systematic and developmental higher education programme within an appropriate intellectual framework, which is of direct relevance to industry, commerce, the professions and the not-for-profit sector, as well as offering a foundation for a research degree.
- 2 The scheme is based on principles of flexibility of admission (see the Generic principles for admissions and the University's minimum entry requirements in Section B1.2) and educational choice, provision of a range of modes of study and compatible awards, enabled by a credit transfer and accumulation system.
- 3 This regulatory framework applies to all the postgraduate taught courses of London Metropolitan University. Where for good reason (most commonly requirements imposed by professional bodies as a condition of professional recognition) variations to the scheme regulatory framework or additional detailed regulations are approved on behalf of Academic Board for specific courses, such variations shall be included in a course regulatory schedule, which shall augment, but be subservient to, this scheme regulatory framework.

Taught Postgraduate course structure

- 4 All Masters courses shall be based on a teaching year comprising an autumn and a spring semester of 15 weeks each and a summer studies period, making 48 weeks in total.
- 5 Each taught module shall normally be worth 20 credits (equivalent to 10 ECTS credits), denoting 200 learning hours. Taught modules shall normally be delivered in a single semester. Larger or smaller modules, where approved at validation, shall contribute proportionately in the calculation of a student's overall mark.
- 6 One of the taught modules shall normally deal with Research Methods.
- 7 All Masters courses, unless variations are approved on behalf of the Academic Board, shall require students to produce a dissertation which is defined as a substantial piece of independent work, synthesising earlier learning, and which may be a written piece of work, a project incorporating a report, an artefact incorporating a commentary or equivalent piece of work original to the author, critically reflective and normally produced under supervision unless exceptional circumstances prevail. It shall normally be completed during the summer studies period and be worth 60 credits (equivalent to 30 ECTS credits).
- 8 Courses may allow students an element of choice between modules. In order to qualify for a named award students must complete an approved programme of core, designate and, where available, elective modules as outlined in the course specification. (See Regulatory definitions in Section A3 for definition of core, designate and elective modules.)
- 9 Students who have been given credit for prior (experiential) learning in accordance with the AP(E)L Regulations (see Section B6) shall be exempted from taking those named or elective module(s) against which credit has already been given.

- 10 A student may claim APL credit for up to two thirds (120 credits) of their award in accordance with the AP(E)L regulations (see Section B6). Students must achieve at least one third (60 credits) of the learning towards an award while enrolled on a course leading to that award at this University.
- 11 A student shall not normally be permitted to register for more than a total of 15 modules (300 credits) or pro rata for lower awards. Retaking a module (see B3.2.17) counts as a separate registration for the purposes of this regulation. Students given credit in accordance with the AP(E)L Regulations shall be permitted a proportionately reduced total number of module registrations (see Section B6 AP(E)L Regulations). A student who withdraws from his or her course (see Section C1 Regulation 21) or intermits with permission (see Section C1 Regulation 20) part way through a semester shall not have the modules for which he or she was registered included in the total number of module registrations.

Modes of study

- 12 Students shall be able to study full-time, part-time, and/or in short blocks of full-time study, during the day and/or the evening or by distance learning as stated in the relevant course specification. Students shall be able to switch between modes of study without loss of standing.
- 13 A full-time programme of study shall normally comprise 60 credits (normally 3 modules) denoting 600 learning hours in each semester and a dissertation module worth 60 credits denoting 600 learning hours (see Regulation 7 above for description of dissertation or equivalent) during the summer studies period. A part-time programme of study shall normally be completed over a period of more than one academic year.

Approval of programmes of study

- 14 Each student shall have a programme of study, listing the modules to be studied on that programme in each semester. The authorised programme approver shall approve a student's programme of study in line with the overall aims of the scheme, principles of academic coherence and the learning outcomes of the course for which the student is registered.
- 15 Students may only attend and be assessed in those modules included in their approved programme of study.
- 16 Programmes of study shall normally be finalised before the start of the semester.
- 17 A student who submits notification in writing of withdrawal from a module for which he or she is registered no later than the end of the sixth week shall be deemed not to have taken the module. Without such notification of withdrawal every module shall count towards the maximum permitted total of 15 registrations (see Regulation 11 above). Having withdrawn from a module a student shall not be permitted to replace it with an alternative module in the same semester.

Section B3.2

Regulations for taught postgraduate assessment

- 1 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section B8.1).
- 2 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.
- 3 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's Quality Assurance Procedures.
- 4 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, Subject Standards Boards or, exceptionally, chairs of Subject Standards Boards may vary the methods as appropriate (see Section B8.1 Regulation 10).
- 5 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted or be submitted late without valid mitigating circumstances (see Regulation 20 below) a mark of zero will be recorded for that item.
- 6 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 50%.
- 7 The following conversions to and from ECTS grades shall be used, where appropriate. London Met marks shall be converted to ECTS grades for outgoing students moving to institutions elsewhere with credit gained for study undertaken at this University. ECTS grades shall be converted to London Met marks for incoming students returning to this University with credit for study undertaken elsewhere.

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

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

Responsibilities of students

- 9 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.
- 10 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories.
- 11 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or non-submission of an item of assessed work to familiarise themselves with the procedures for making a claim and the circumstances in which they are allowed to do so (see Regulations 20 - 22 below).
- 12 It shall be the responsibility of students who believe they have grounds for requesting reviews of decisions of an Assessment Board to submit an application to the Director of Quality and Standards within ten working days of results being issued in accordance with the Regulations governing Appeals against decisions of Assessment Boards (see Section C2).
- 13 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Regulations governing allegations of Academic Misconduct on the part of a student (see Section C3). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Regulations.

Reassessment

- 14 A student shall normally be entitled to be reassessed on one occasion in any module, including the dissertation, for which a failing mark has been awarded. Reassessment in a module shall mean reassessment in the item(s) which have been failed and shall involve the completion of new tasks. However, reassessment of a dissertation or research proposal shall not normally involve new tasks.
- 15 Reassessment shall normally be based on the same principles and requirements as the first opportunity for assessment and shall assess achievement of the same learning outcomes. A student shall not have the right to be reassessed in elements which are no longer current in the course. The Assessment Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. The course regulatory schedule shall specify the means of reassessment of any period of work experience or work-based learning.
- 16 Reassessment shall normally take place during the resit period following the academic session in which the module was taken. Reassessment shall not be permitted before this resit period. Submission of a dissertation for reassessment may be deferred once without penalty to the next deadline for dissertation submission.
- 17 If successful in a reassessment the student shall be awarded the mark achieved in place of the original mark. If unsuccessful the student shall retain the higher mark awarded.

- 18 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 11, Section B3.1. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.
- 19 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.

Mitigating circumstances/extenuation

- 20 If a student believes that their failure, absence or non-submission of work in an item of assessed work was due to illness or other valid reasons, the student may submit a claim under procedures approved by the Academic Board. If this claim is found to be substantiated, recommendation shall be made to the Assessment Board that the student be assessed on the next occasion in the item of assessed work; this attempt shall replace the opportunity when the mitigating circumstances pertained. Coursework may be submitted up to two weeks later than the original submission date if a claim for extenuation is substantiated. A student submitting his or her dissertation may request deferral from the first to the next possible dissertation submission deadline without incurring any penalty, either by making a valid claim under the approved procedures concerning illness or other valid reasons, or by requesting deferral under an approved dissertation deferral procedure.
- 21 Claims for extenuation in respect of poor performance shall not be valid.
- 22 A student may seek such extenuation for a particular item of assessed work on two occasions only. A mark of zero will then be awarded for that item of assessed work, if it is not attempted at the next opportunity and there will be no further opportunity for reassessment.

Minimum criteria for taught awards

- 23 Awards shall be conferred by Awards Boards at the highest stage achieved by each student, provided the student has achieved the learning outcomes of that stage of the course.
- 24 Students who have not completed the course for which they have been registered and have not re-enrolled on the same course within a reasonable period shall be issued with a certificate as a record of the highest stage of award conferred on them (see Section B8.2 Regulations for certification)

Postgraduate Certificate

- 25 A Postgraduate Certificate shall be awarded to a student who has passed modules equivalent to 60 credits at Masters level within their approved programme of study.

Postgraduate Diploma

- 26 A Postgraduate Diploma shall be awarded to a student who has passed modules equivalent to 120 credits at Masters level within their approved programme of study.

Master's degree

- 27 A Master's degree shall be awarded to a student who has passed modules equivalent to 180 credits at Masters level within their approved programme of study, including a

dissertation or equivalent (unless a variation waiving the requirement for a course to include a dissertation has been approved on behalf of the Academic Board).

- 28 A Master's degree with Merit shall be awarded to a student who has achieved an average mark of 65% to 69% across their approved programme of study, including the dissertation or equivalent, where one is required.
- 29 A Master's degree with Distinction shall be awarded to a student who has achieved an average mark of at least 70% across their approved programme of study, including the dissertation or equivalent, where one is required.

Aegrotat award

- 30 An Aegrotat may be awarded where a student has been certified as absent for valid reasons and is unable to complete the course and sufficient evidence has been submitted to the Awards Board. (See also Section B8.2 Regulation 19)

Award titles

- 31 The University's Quality Assurance Procedures, sometimes in conjunction with professional body procedures, shall determine the award titles in respect of individual courses, following the guidance below.
- 32 Students may receive a Master of Arts, Master of Science, Master of Laws, Master of Education, Master of Business Administration or Master of Public Administration, as specified at validation and consistent with professional body regulations where appropriate.
- 33 The award of Master of Arts (MA) shall be associated with art and design, the arts and humanities, combined studies in the arts and social studies, and in areas of social or business studies where it is appropriate.
- 34 The award of Master of Science (MSc) shall be associated with studies substantially based on social sciences, computing, science or mathematics and their applications.
- 35 The award of Master of Laws (LLM) shall be reserved for postgraduate courses of specialised study in law.
- 36 The award of Master of Education (MEd) shall be reserved for postgraduate courses of specialised study in education.
- 37 The award of Master of Business Administration (MBA) shall be reserved for postgraduate courses which focus on the general principles and functions of management and the development of management skills.
- 38 The award of Master of Public Administration (MPA) shall be reserved for postgraduate courses which focus on the principles and functions of management within the public sector and the development of management skills.

Section B4
Research degree Regulations
(MPhil, PhD and PhD by Prior Output)

Research degree Regulations

(MPhil, PhD and PhD by Prior Output)

Principles

- 1 The University shall award the degrees of Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) to registered students who successfully complete approved programmes. The requirements for the award of higher doctorates (DLitt, DSc) are given in Regulations 137-145.
- 2 Programmes of research may be proposed in any field of study subject to the requirement that the proposed programme is capable of leading to scholarly research and to its presentation for assessment by appropriate examiners. The written thesis may be supplemented by material in other than written form if special provision has been made and agreed. All proposed research programmes shall be considered for research degree registration on their academic merits, on the University's ability to support the programme of study and without reference to the concerns or interests of any associated funding body.
- 3 The MPhil shall be awarded to a student who has critically investigated and evaluated an approved topic and demonstrated an understanding of research methods appropriate to the chosen field or who has carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context and has presented and defended a thesis by oral examination to the satisfaction of the examiners.
- 4 The PhD shall be awarded to a student who has critically investigated and evaluated an approved topic or who has carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context, both of which must result in an independent and original contribution to knowledge. The student must also demonstrate an understanding of research methods appropriate to the chosen field and have presented and defended a thesis by oral examination to the satisfaction of the examiners.
- 5 The PhD shall also be awarded on the basis of prior output, where this provides evidence of an independent, original and significant contribution to knowledge, which the student has defended by oral examination to the satisfaction of the examiners. Such output shall normally be in the public domain, but where deemed appropriate by the Research Degrees Committee may include private consultancy work of a substantive nature, or creative work currently in private ownership.
- 6 The University's Research Degrees Committee, which may act through its sub-committees, shall be responsible for all matters pertaining to students for research degrees and cognate awards within the University and shall ensure that the Research degree Regulations are complied with (see Appendix D1: The role and responsibilities of the Research Degrees Committee).

Application and qualifications for admission to MPhil and PhD

- 7 By completing the appropriate application form, a person may apply for admission for the degree of:
 - 7.1 Master of Philosophy; or
 - 7.2 Master of Philosophy with possibility of transfer to Doctor of Philosophy; or
 - 7.3 Doctor of Philosophy.
- 8 In approving an application for admission, the Research Degrees Committee and its sub-committees shall satisfy themselves that

- 8.1 the student is suitably qualified;
 - 8.2 the student is embarking on a viable research programme;
 - 8.3 supervision is adequate and likely to be sustained; and
 - 8.4 the University is able to provide appropriate facilities for the conduct of scholarly research in the area of the research programme.
- 9 An applicant for admission for the degree of MPhil or MPhil with possibility of transfer to PhD shall normally hold a first or upper second class honours degree of a UK university or a qualification or other experience, which is regarded by the University as equivalent to such an honours degree.
- 10 An applicant holding qualifications other than those in paragraph 9 shall be considered on his or her merits and in relation to the nature and scope of the programme of work proposed. In considering an applicant in this category, the Research Degrees Committee shall look for evidence of the student's ability and background knowledge in relation to the proposed research.
- 11 Direct admission for the degree of PhD may be permitted to an applicant who holds a Master's degree awarded by a UK university or an overseas Master's degree of equivalent standard, provided that the Master's degree is in a discipline which is considered by the University as appropriate to the proposed research and that the Master's degree included training in research and the execution of a research project.
- 12 Applicants for MPhil, MPhil with possibility of transfer to PhD, and PhD, whose first language is not English, shall provide evidence of English language skills demonstrated by:
- IELTS test at band 6.0 or above with a minimum score of 6.0 in speaking and writing and 5.5 in listening and reading, *or*
 - TOEFL with a score of 580 or above, with at least 5.0 in the test of written English or 237 in the computer based test, *or*
 - a pass in the University's English language test (the EASE test) *or*
 - an equivalent as judged by the University.
- 13 Applicants resident outside the UK, for whom English is not the first language, should normally have gained the required English language qualification no more than two years prior to entry; they may otherwise be required to take the EASE test.
- 14 Individual subjects areas may specify a requirement for more advanced English language skills.
- 15 Where a research degree project is part of a piece of funded research, the University shall establish to its satisfaction that the terms on which the research is funded do not detract from the fulfilment of the objectives and requirements of the student's research degree.
- 16 The University may approve an application for admission from a person proposing to work outside the UK, provided that:
- 16.1 there is satisfactory evidence as to the facilities available for the research both in the University and abroad; and
 - 16.2 the arrangements proposed for supervision enable frequent and substantial contact between the student and the supervisor(s) based in the UK, including adequate face-to-face contact with the supervisor(s). The student should spend normally not less than an average of six weeks full-time per year at the University. In certain circumstances, the University may require arrangements for local supervision to be made.

- 17 The University may approve an application for admission as an enrolled student from a person registered for a higher degree by research at another institution of higher education and proposing to conduct part of their research at the University.
- 18 A student may undertake a programme of research in which the student's own creative work forms, as a point of origin or reference, a significant part of the intellectual enquiry. This could be in the form of a practice-based research degree. Such creative work may be in any field (for instance, fine art, design, engineering and technology, architecture, creative writing, musical composition, film and dance and performance), but must have been undertaken as part of the registered research programme. In such cases the presentation and submission may be partly in other than written form.
- 19 The creative work must be clearly presented in relation to the argument of a written thesis and set in its relevant theoretical, historical, critical or design context. The thesis itself shall conform to the usual scholarly requirements and be of an appropriate length.
- 20 The final submission must be accompanied by a permanent record of the creative work. Where practical such a record should be bound with the thesis.
- 21 A student may undertake a programme of research of which the principal focus is the preparation of a scholarly edition of a text or texts, fine art, design, engineering and technology, architecture, creative writing, musical composition, film, dance and performance or choreographic work or other original artefacts.
- 22 In such cases the completed submission must include a copy of the edited text(s) or collection of artefact(s), appropriate textual and explanatory annotations and a substantial introduction and critical commentary which sets the text in the relevant historical or critical context.
- 23 The application for registration must set out the form of the student's intended submission.
- 24 Students who are members of staff or associate, honorary and retired members of staff of the University who have been employed by or associated with the University for at least one year prior to the submission and examination of published work and who have a strong track record of research which has resulted in substantial or influential published work(s) or other appropriate evidence of accomplishment in art and design may apply for a PhD by prior output. The provisions which apply for application and award of a PhD by prior output are given in Regulations 123-136.

Enrolment and registration

- 25 Successful applicants must enrol via the University's Graduate School Office.
- 26 All enrolled students must register their programme of study through the University's Research Degrees Committee of the Academic Board acting on behalf of the University, within six months of enrolment. A student shall normally register in the first instance for the degree of MPhil, unless direct admission for the degree of PhD has been permitted. Subject to satisfactory progress, registration may be transferred to PhD (see Transfer of registration from Masters to Doctor of Philosophy below).
- 27 Registration may only take place following approval by the Research Degrees Committee or its sub-committees of the following:
 - 27.1 the suitability of the student to undertake research;
 - 27.2 the programme of research; and
 - 27.3 the supervision arrangements and research facilities.Since this approval requires appropriate academic judgement to be brought to bear on the viability of each research proposal, the Research Degrees Committee and its sub-

committees shall be composed of persons who are or have recently been engaged in research and who have appropriate experience of successful research degrees supervision (see Appendix D1).

- 28 The registration process for MPhil or MPhil/PhD or PhD shall include, where this is necessary for the completion of the thesis, the setting out of a programme of related studies. This programme shall be intended
- 28.1 to provide the student with the skills necessary for the pursuit of research
 - 28.2 to provide a body of specialised knowledge in the field of study of the proposed research
 - 28.3 to provide breadth of knowledge in the related subjects.
- 29 When this programme is agreed, it will be determined whether such a programme, and where appropriate its constituent parts, shall be for attendance, or assessment, or for attendance and assessment. The outcome of the assessment shall be considered by the Research Degrees Committee or its sub-committees when making decisions on the student's progress.
- 30 The Research Degrees Committee may permit a student to register for an additional course of study concurrently with the research degree registration, provided that either the research degree registration or the other course of study is by part-time study and that, in the opinion of the Research Degrees Committee, the dual registration will not detract from the research.
- 31 Registration may be backdated by up to six months from the date of receipt of the application by the University. Longer periods of backdating may be permitted exceptionally at the discretion of the Research Degrees Committee.
- 32 Where a student has previously undertaken research as a registered student for a research degree at the University or at another recognised University the Research Degrees Committee may approve a shorter than usual registration period which takes account of all or part of the time already spent by the student on such research. If the research was carried out at another university a report will be requested to verify the authenticity and ownership of the work. Registration should be for a minimum of 12 months.
- 33 Where a student or the University wishes the thesis to remain confidential for a period of time after completion of the work, application for approval shall normally be made to the Research Degrees Committee at the time of registration. In such cases where the need for confidentiality emerges at a subsequent stage, a special application for the thesis to remain confidential after submission shall be made immediately to the Research Degrees Committee. The period approved shall normally not exceed two years from the date of the oral examination.

The registration period

- 34 The minimum and maximum periods of registration shall be as follows:

MPhil	
full-time	part-time
minimum: 18 months	minimum: 30 months
maximum: 36 months	maximum: 54 months
PhD (via transfer from MPhil registration and including the period of MPhil registration)	
full-time	part-time
minimum: 33 months	minimum: 45 months
maximum: 60 months	maximum: 96 months

PhD (direct)	
full-time	part-time
minimum: 24 months	minimum: 36 months
maximum: 60 months	maximum: 96 months

- 35 A full-time student shall normally reach the standard for MPhil within two years of registration and for PhD within three years.
- 36 A student seeking a change to the registration period for his or her research degree programme shall apply in writing to the Research Degrees Committee for approval.
- 37 Where the student is prevented, by ill health or other cause, from making progress with the research, the student shall apply to the Research Degrees Committee for a period of intermission from the registration period, normally for not more than one year at a time. Criteria for agreement to a period of intermission will include continued academic viability of the research project.
- 38 A student shall submit the thesis to the Graduate School Office of the University before the expiry of the maximum period of registration. The Research Degrees Committee may extend a student's period of registration, normally for not more than one year at a time. Criteria for agreement to a period of extension will include continued academic viability of the research project.
- 39 When a student discontinues the research, the Research Degrees Committee or its sub-committees may withdraw registration for any student on
- 39.1 application by the student
 - 39.2 application by the Director of Studies with or without the agreement of the student
 - 39.3 application by the Research Degrees Committee or its sub-committees itself under paragraph 40.

Monitoring

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

Supervision

- 41 A research degree student shall have at least two and normally not more than three supervisors, to be approved by the Research Degrees Committee.
- 42 One supervisor shall be the Director of Studies (first supervisor) with responsibility to supervise the student on a regular and frequent basis.
- 43 A supervisory team shall normally
- 43.1 have had a combined experience of supervising not fewer than two students to successful completion; or
 - 43.2 have had experience of supervising one student to successful completion and at least one other member of the team who has completed or is undertaking appropriate supervisory training.

- 44 In addition to the supervisors, an adviser or advisers may be proposed to contribute some specialised knowledge or a link with an external organisation.
- 45 A person who is registered for a research degree is ineligible to act as Director of Studies for a research degree student, but may act as a second supervisor in exceptional circumstances.
- 46 Any proposal to make a change in supervisory arrangements must be approved by the Research Degrees Committee. Application may normally be made by the student and the supervisor acting together. If a supervisor leaves the employment of the University, the Research Degrees Committee must approve subsequent supervisory arrangements.

Transfer of registration from Master to Doctor of Philosophy

- 47 A student registered initially for MPhil with the possibility of transfer to PhD who wishes to transfer to PhD shall apply to the Research Degrees Committee.
- 48 An application for transfer from MPhil to PhD must be accompanied by a statement from the supervisors that the student has successfully completed and/or attended any required programme of related studies.
- 49 In support of the application, the student shall prepare a full progress report on the work undertaken. The progress report should normally be 3,000 to 6,000 words in length and include:
- 49.1 a brief review and discussion of the work already undertaken; and
 - 49.2 a statement of the intended further work, including details of the original contribution to knowledge which is likely to emerge; and
 - 49.3 where appropriate, the report may be accompanied by a record of any practice-based work (e.g. photograph, CD, musical score)
- 50 In support of the application, the supervisors shall prepare a full progress report on work undertaken. An application for transfer must indicate whether the supervisors have agreed to the transfer.
- 51 Before approving transfer from MPhil to PhD the Research Degrees Committee shall be satisfied that the student has made sufficient progress and that the proposed programme provides a suitable basis for work at PhD standard which the student is capable of pursuing to completion. An oral assessment may be used by the Research Degrees Committee in appropriate circumstances as part of its assessment of the case for transfer.
- 52 A student registered for the degree of MPhil only may apply to transfer the registration to PhD. In such cases the student's full progress report shall be submitted to the Research Degrees Committee or its sub-committees along with the application for transfer.
- 53 A student who is registered for the degree of PhD and who is unable to complete the approved programme of work may, at any time prior to the submission of the thesis for examination, apply to the Research Degrees Committee or its sub-committees for the registration to change to that for MPhil.

Examination - general

- 54 The examination for the MPhil and PhD shall have two stages: firstly the submission and preliminary assessment of the thesis and secondly its defence by oral examination or alternative examination as approved by the Research Degrees Committee.

- 55 To be eligible for examination for MPhil, the supervisor shall confirm that the student has satisfied any examination requirements of a programme of related studies taken during the period of registration.
- 56 The submission of the MPhil or PhD thesis is the sole responsibility of the student.
- 57 A student shall normally be examined orally on the programme of work and on the field of study in which the programme lies.
- 58 An oral examination shall normally be held in the UK. In special cases the Research Degrees Committee may give approval for the examination to take place abroad.
- 59 Supervisors and advisers may, at the request of the student, attend the oral examination as observer(s) but may not participate in the discussion and shall withdraw prior to the deliberations of the examiners on the outcome of the examination.
- 60 The Research Degrees Committee shall make a decision on the reports and recommendation(s) of the examiners in respect of the student. The Academic Board of the University shall delegate powers to confer research degrees to the Research Degrees Committee, acting as an Awards Board.
- 61 Where for reasons of sickness, disability or comparable valid cause the Research Degrees Committee is satisfied that a student would be under serious disadvantage if required to undergo an oral examination, or where there is other comparable reason, an alternative form of examination may be approved. Such approval shall not be given on the grounds that the student's knowledge of English is inadequate.
- 62 The degree of MPhil or PhD may be awarded posthumously to a student on the basis of a thesis which is ready for submission for examination. In such cases the Research Degrees Committee shall seek evidence that the student would have been likely to have been successful had the oral examination taken place.
- 63 Where there is evidence of cheating or plagiarism in the preparation of the thesis, or irregularities in the conduct of the examination, the Research Degrees Committee shall consider the matter, if necessary in consultation with the examiners, and take appropriate action consonant with the University's Regulations governing allegations of Academic Misconduct on the part of a student (see Section C3).
- 64 The Research Degrees Committee shall ensure that all examinations are conducted and the recommendations of the examiners are presented wholly in accordance with the University's regulations. In any instance where the Research Degrees Committee is made aware of a failure to comply with all the procedures of the examination process, it may declare the examination null and void and appoint new examiners.

Examination procedures

- 65 The Director of Studies shall propose the arrangements for the student's examination to the Research Degrees Committee for approval. The examination may not take place until the examination arrangements have been approved. The Research Degrees Committee may in exceptional circumstances act directly to appoint examiners and arrange the examination of a student.
- 66 The Chair of the Research Degrees Committee (or his or her nominee) shall make known to the student the procedure to be followed for the submission of the thesis and any conditions to be satisfied before the student may be considered eligible for examination.

- 67 The Graduate School Office shall be responsible for the organisation of the oral examination and shall notify the student, all supervisors, the examiners and the chair of Research Degrees Committee of the arrangements for the oral examination.
- 68 The Graduate School Office shall send a copy of the thesis to each examiner, together with an examiner's preliminary report form and the University's regulations and shall ensure that the examiners are properly briefed as to their duties.

The student's responsibilities in the examination process

- 69 The student shall ensure that a specified number of copies of the thesis is submitted to the Graduate School Office of the University before the expiry of the registration period.
- 70 These may be submitted for examination either in a permanently bound form or in a temporary bound form, which is sufficiently secure to ensure that pages cannot be added or removed. The thesis must be presented in a permanent binding of the approved type as detailed in Regulation 111 before the degree can be awarded.
- 71 The student shall notify the Research Degrees Committee as to whether the MPhil or PhD thesis has been submitted with or without the approval of the supervisory team.
- 72 The student shall satisfy any conditions of eligibility for examination required by the Research Degrees Committee.
- 73 The student shall take no part in the arrangement of the examination and shall have no formal contact with the external examiner(s) between the appointment of the examiners and the oral examination.
- 74 The student shall confirm that the thesis has not been submitted for a comparable academic award. The student shall not be precluded from incorporating in the thesis, covering a wider field, work which has already been submitted for a degree or comparable award, provided that it is indicated, on the declaration form and also on the thesis, which work has been so incorporated.
- 75 The student shall ensure that the thesis format is in accordance with the requirements of the University's Regulations. The student shall attest (and the Director of Studies confirm) that the contents of the permanently bound thesis are identical with the version submitted for examination, except where amendments have been made to meet the requirements of the examiners.

Examiners

- 76 A student shall be examined by at least two and normally not more than three examiners of whom at least one shall be an external examiner.
- 77 An internal examiner shall normally be defined as a member of staff of the University other than a supervisor or adviser of the student as appointed under procedures determined by Academic Board. The external examiner shall normally not be either a supervisor of another student or an external examiner on a taught course in the same department at the University. Former members of staff of the University shall normally not be approved as external examiners until five years after the termination of their employment with the University.
- 78 Where the student is on the permanent staff of the University in any capacity, a second external examiner shall be appointed and there shall be no internal examiner. A student who is on a fixed short-term employment contract (such as an hourly paid Visiting Lecturer) shall be exempt from the requirements of this regulation.

- 79 Examiners shall be appointed according to the following criteria:
- 79.1 experienced in research in the general area of the student's thesis; and
 - 79.2 where applicable, have experience as a specialist in the topic(s) to be examined; and
 - 79.3 at least one external examiner shall have substantial experience (that is, normally having acted as an examiner at two or more previous research degree examinations); and
 - 79.4 an external examiner shall be independent both of the University and, if applicable, of any collaborating organisation and shall not have acted previously as the student's supervisor or adviser.
- 80 The Research Degrees Committee shall ensure that the external examiner shall not normally be either a supervisor of another student or an external examiner on a taught course in the same department at the University.
- 81 The University shall determine and pay the fees and expenses of the examiners.

First examination

- 82 Each examiner shall read and examine the thesis and other materials forming part of the submission and submit an independent preliminary report on it to the Chair of Research Degrees Committee before any oral or alternative form of examination is held. In completing the preliminary report, each examiner shall consider whether the thesis provisionally satisfies the requirements of the degree and where possible make an appropriate provisional recommendation subject to the outcome of any oral examination.
- 83 Where the examiners are of the opinion that the thesis is so unsatisfactory that no useful purpose would be served by conducting an oral examination, they may recommend that the Research Degrees Committee dispense with the oral examination and refer the thesis for further work and re-examination. In such cases the examiners shall provide the Research Degrees Committee with written guidance for the student concerning the deficiencies of the thesis.
- 84 Following the oral examination the examiners shall, where they are in agreement, submit a joint report and recommendation relating to the award of the degree to the Chair of Research Degrees Committee. The preliminary reports and joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Research Degrees Committee to satisfy itself that the recommendation chosen in Regulation 85 is correct. Where the examiners are not in agreement, separate reports and recommendations shall be submitted.
- 85 Following the completion of the examination the examiners may recommend that:
- 85.1 the student be awarded the degree
 - 85.2 the student be awarded the degree subject to minor amendments being made to the thesis; these should normally be submitted within 3 months;
 - 85.3 the student be permitted to resubmit for the degree and be re-examined, with or without an oral examination;
 - 85.4 the student be not awarded the degree and be not permitted to be re-examined; or,
 - 85.5 in the case of a PhD examination the student not be awarded the degree of PhD but be permitted to amend the work to the requirements of the MPhil and to submit for the MPhil award.
- 86 Where the examiners are satisfied that the student has in general reached the standard required for the degree, but consider that the student's thesis requires some minor amendments and corrections not so substantial as to call for the submission of a revised thesis, and recommend that the degree be awarded subject to the student amending the

thesis to the satisfaction of the internal and/or the external examiner(s), they shall indicate to the student in writing what amendments and corrections are required.

- 87 Where the examiners' recommendations are not unanimous, the Research Degrees Committee may:
- 87.1 accept a majority recommendation (provided that the majority recommendation includes at least one external examiner);
 - 87.2 accept the recommendation of the external examiner; or
 - 87.3 require the appointment of an additional external examiner.
- 88 Where such an additional external examiner is appointed under Regulation 87.3 he or she shall prepare an independent preliminary report on the basis of the thesis and, if considered necessary, may conduct a further oral examination. That examiner should not be informed of the recommendations of the other examiners. On receipt of the report from the additional examiner the Research Degrees Committee shall complete the examination.
- 89 The examiners shall not recommend that a student fail outright without holding an oral examination or other alternative examination.
- 90 Where the Research Degrees Committee decides that the degree not be awarded and that no re-examination be permitted, the examiners shall prepare an agreed statement of the deficiencies of the thesis and the reason for their recommendation, which shall be forwarded to the student by the Chair of Research Degrees Committee.

Re-examination

- 91 One re-examination may be permitted by the Research Degrees Committee, subject to the following requirements:
- 91.1 a student who fails to satisfy the examiners at the first examination, including where appropriate the oral or approved alternative examination may, on the recommendation of the examiners and with the approval of the Research Degrees Committee, be permitted to revise the thesis and be re-examined;
 - 91.2 the examiners shall provide the student, through the Research Degrees Committee, with written guidance on the deficiencies of the first submission; and
 - 91.3 the student shall submit for re-examination within the period of one calendar year from the date of the latest part of the first examination; where the Research Degrees Committee has dispensed with the oral examination the re-examination shall take place within one calendar year of the date of this dispensation. The Research Degrees Committee may, where there are good reasons, approve an extension of this period.
- 92 The Research Degrees Committee may require that an additional external examiner be appointed for the re-examination.
- 93 There are four forms of re-examination.
- 93.1 where the student's performance in the first oral or approved alternative examination was satisfactory but the thesis was unsatisfactory and the examiners on re-examination certify that the thesis as revised is satisfactory, the Research Degrees Committee may exempt the student from further examination, oral or otherwise;
 - 93.2 where the student's performance in the first oral or approved alternative examination was unsatisfactory and the thesis was also unsatisfactory, any re-examination shall include a re-examination of the thesis and an oral or approved alternative examination;
 - 93.3 where on the first examination the student's thesis was so unsatisfactory that the Research Degrees Committee dispensed with the oral examination, any

re-examination shall include a re-examination of the thesis and an oral or approved alternative examination;

93.4 where on the first examination the student's thesis was satisfactory but the performance in the oral and/or other examination(s) was not satisfactory the student shall be re-examined in the oral and/or other examination(s) subject to the time limits prescribed in Regulation 91.3, without being requested to revise and re-submit the thesis.

94 In the case of a re-examination under Regulations 93.1, 93.2 or 93.3, each examiner shall read and examine the thesis and submit, on the appropriate form, an independent preliminary report on it to the chair of Research Degrees Committee before any oral or alternative form of examination is held. In completing the preliminary report, each examiner shall consider whether the thesis provisionally satisfies the requirements of the degree and where possible make an appropriate provisional recommendation subject to the outcome of any oral examination.

95 Following the re-examination of the thesis under Regulation 93.1 or following an oral or other examination under Regulations 93.2, 93.3 or 93.4, the examiners shall, where they are in agreement, submit, on the appropriate form, a joint report and recommendation relating to the award of the degree to the chair of Research Degrees Committee. The preliminary reports and joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Research Degrees Committee to satisfy itself that the recommendation chosen in Regulation 97 is correct.

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

97 Following the completion of the re-examination the examiners may recommend that:

97.1 the student be awarded the degree;

97.2 the student be awarded the degree subject to minor amendments being made to the thesis;

97.3 the student not be awarded the degree and not be permitted to be re-examined;

97.4 in the case of a PhD examination the student not be awarded the degree of PhD but be permitted to amend the work to the requirements of the MPhil and to submit for the MPhil award.

98 Where the examiners are satisfied that the student has in general reached the standard required for the degree, but consider that the student's thesis requires some minor amendments and corrections not so substantial as to call for the submission of a revised thesis, and recommend that the degree be awarded subject to the student amending the thesis to the satisfaction of the internal and/or the external examiner(s), they shall indicate to the student in writing what amendments and corrections are required.

Thesis

99 Except with the specific permission of the Research Degrees Committee the thesis shall be presented in English. Where appropriate, matters pertinent to the thesis may be presented in another language but must be accompanied by a full translation into English, if appropriate to the subject discipline.

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

- 101 There shall be an abstract, in English, of approximately 300 words bound into the thesis which shall provide a synopsis of the thesis stating the nature and scope of the work undertaken and of the contribution made to the knowledge of the subject treated.
- 102 The thesis shall include a statement of the student's objectives and shall acknowledge published or other sources of material consulted (including an appropriate bibliography) and any assistance received.
- 103 Where a student's research programme is part of a collaborative group project, the thesis shall indicate clearly the student's individual contribution and the extent of the collaboration.
- 104 The student shall be free to publish material in advance of the thesis but reference shall be made in the thesis to any such work. Copies of published material may be bound in with the thesis but the student shall be examined solely on the basis of the thesis alone.
- 105 The text of the thesis should normally not exceed the following length (excluding ancillary data):
- for a PhD in Science, Engineering, Art and Design 40,000 words;
 - for an MPhil in Science, Engineering, Art and Design 30,000 words;
 - for a PhD in Arts, Social Sciences and Education 80,000 words;
 - for an MPhil in Arts, Social Sciences and Education 40,000 words.

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

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

- 106 Following the award of the degree the Graduate School Office shall lodge one copy of the thesis in the library of the University.
- 107 Where the Research Degrees Committee has agreed that the confidential nature of the student's work is such as to preclude the thesis being made freely available in the library of the University, the thesis shall, immediately on completion of the programme of work, be retained by the University on restricted access and, for a time not exceeding the approved period, shall only be made available to those who were directly involved in the project.
- 108 The Research Degrees Committee shall normally only approve an application for confidentiality in order to enable a patent application to be lodged or to protect commercially or politically sensitive material. A thesis shall not be restricted in this way in order to protect research leads. While the normal maximum period of confidentiality is two years, in exceptional circumstances the Research Degrees Committee may approve a longer period. Where a shorter period would be adequate the Research Degrees Committee shall not automatically grant confidentiality for two years.
- 109 The copies of the thesis submitted for examination shall remain the property of the University but the copyright in the thesis shall be vested in the student.
- 110 The following requirements shall be adhered to in the format of the submitted thesis.
- 110.1 Theses shall normally be in A4 format; the Research Degrees Committee may give permission for a thesis to be submitted in another format where it is satisfied that the contents of the thesis can be better expressed in that format; a student using a format larger than A4 should note that the production of microfiche copies and full-size enlargements may not be feasible;
 - 110.2 copies of the thesis shall be presented in a permanent and legible form either in typescript or print; where copies are produced by photocopying processes, these shall be of a permanent nature; where word processor and printing devices are

used, the printer shall be capable of producing text of a satisfactory quality; the size of character used in the main text, including displayed matter and notes, shall not be less than 2.0mm for capitals and 1.5mm for x height (that is the height of lower case x); as an example, this corresponds to a minimum font size 10 in Times Roman;

- 110.3 the thesis shall be printed on the recto side of the page only; the paper shall be white and within the range 70mg to 100mg;
 - 110.4 the margin at the left-hand binding edge of the page shall not be less than 40mm; other margins shall not be less than 15 mm;
 - 110.5 double or one-and-a-half spacing shall be used in the typescript except for indented quotations or footnotes where single spacing may be used;
 - 110.6 pages shall be numbered consecutively through the main text including photographs and/or diagrams included as whole pages;
 - 110.7 the title page (an example of which can be found appended to the end of this Section of the Academic Regulations) shall give the following information:
 - 110.7.1 the full title of the thesis;
 - 110.7.2 the full name of the author;
 - 110.7.3 that the degree is awarded by the University;
 - 110.7.4 the award for which the degree is submitted in partial fulfilment of its requirements;
 - 110.7.5 the collaborating organisation (s), if any; and
 - 110.7.6 the month and year of submission.
- 111 The University library copy shall be bound as follows:
- 111.1 the binding shall be of a fixed type so that leaves cannot be removed or replaced; the front and rear boards shall have sufficient rigidity to support the weight of the work when standing upright; and
 - 111.2 in at least 24pt type the outside front board shall bear the title of the work, the name and initials of the student, the qualification, and the year of submission; the same information (excluding the title of the work) shall be shown on the spine of the work, reading downwards.

Review of an examination decision: Appeal

- 112 A student may, in the circumstances set out below, request a review of an examination decision, whether at the first examination or re-examination.
- 113 A request for a review may only be made in relation to a decision of the Research Degrees Committee on the recommendation of the examiners. Given the existence of procedures for complaint and grievance during the study period, alleged inadequacy of supervisory or other arrangements during the period of study shall not constitute grounds for requesting a review of the examination decision.
- 114 A request for a review may only be made on the following grounds:
- 114.1 that there were circumstances affecting the student's performance of which the examiners were not aware at the oral examination, to which the student had properly drawn attention or to which the student was unable for good reason to draw attention; and/or
 - 114.2 that there is evidence of procedural irregularity in the conduct of the examination (including administrative error) of such a nature as to cause doubt as to whether the result might have been different had there not been such irregularity; and/or
 - 114.3 that there is evidence of unfair or improper assessment on the part of one or more of the examiners; a student may not otherwise challenge the academic judgement of the examiners; and/or
 - 114.4 that there is evidence that examiners were aware of extenuating circumstances but failed to take account of them.

- 115 A student shall give notice, in a letter to the Chair of Research Degrees Committee, within one month from the date of notification of the result that he or she wishes to request a review and shall submit the case for review within a further two months from the date of giving notice.
- 116 The request for a review shall first be considered by the Chair of Research Degrees Committee who shall determine whether there is a *prima facie* case for a review. If it is considered that the request is clearly outside the permitted grounds, and that there is no *prima facie* case, the recommendation shall be submitted to the Chair of the Academic Board for decision. The Chair of the Academic Board may support the recommendation or require further investigation or action on the review. There shall be no appeal from the decision of the Chair of the Academic Board.
- 117 If it is considered that there is a *prima facie* case for a review the Chair of Research Degrees Committee shall gather such evidence as considered appropriate and likely to assist a panel in reviewing the case. This may include seeking written or oral testimony from the examiners, from other persons present at the oral examination, from supervisors or other members of the academic staff, or further evidence or statements from the student.
- 118 The request for a review shall be subsequently considered by a panel of three, constituted by the Research Degrees Committee, from persons having experience of supervising and examining research degrees and who have had no previous involvement in the case. In deciding the membership of such panels the Research Degrees Committee shall have regard to potential conflicts of interest. No student or research degree student shall be a member of a research degree review panel.
- 119 If the review panel decides that a student has valid grounds for a review, it shall recommend that the Research Degrees Committee either:
invite the examiners to reconsider their decision; and/or
appoint new examiners.
There shall be no appeal from the decision of the review panel. If the review panel decides that there are no valid grounds for review, it will write to the student outlining the reasons for their decision.
- 120 A review panel shall not be constituted as an examination board and shall not have the authority to set aside the decision of the Research Degrees Committee and thereby to recommend the award of the degree.

Complaints Procedure

- 121 Research degree students who wish to present a complaint should refer to the University's general Student Complaints Procedure.
- 122 Where the complaint relates to difficulties with the supervisory relationship or the nature of the academic advice given, the following clarification is offered regarding the initial procedure to be followed. If possible the complaint should be raised directly and orally with the Director of Studies or supervisor concerned. Where the complainant does not feel able to do this, or where such an approach has failed to produce a satisfactory resolution of the matter, the student should address the complaint to the Departmental Research Director, Departmental Research Degree Tutor or equivalent. In cases where the complaint involves the Departmental Research Director or equivalent, or where the Departmental Research Director or equivalent has been unable to resolve the matter, the complainant should approach the Head of Department. In cases where the complaint involves the Head of Department, or where the Head of Department has been unable to resolve the matter, the complainant should approach the Chair of the Research Degrees Committee.

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

- 123 Students for the degree of PhD by prior output must be either (i) members of staff or associate, honorary and retired members of staff of the University, who have been employed by or associated with the University for at least one year prior to the submission and examination of prior output, or (ii) graduate alumni of the University.
- 124 A student shall apply in writing to the Graduate School Office for registration for the PhD under these Regulations. The application for registration shall be considered by the Research Degrees Committee or its sub-committees. Where registration for the degree is approved, a supervisor shall be appointed to provide guidance to the student on the presentation of the prior output.
- 125 A student may submit prior output for examination for the degree of PhD only after a minimum period of six months from enrolment and registration. The maximum registration period will normally be 24 months.
- 126 A student must select current outputs from a nominated field of study and present two copies of such outputs for examination. Material other than books should be presented where practical in one or more hard-backed folders or box files, each containing a title and contents page, and displaying on the front cover the name and initials of the student, the qualification, and the year of submission. Where an artefact or piece of creative work is involved which cannot be included as such, there should instead be some permanent record of the work (for instance, video, photographic record, CD-Rom, musical score, diagrammatic representation).
- 127 A student shall, in addition, be required to submit an abstract and two copies of a covering document of 5,000 to 10,000 words. The covering document should set the work in context, demonstrate that it constitutes a coherent whole, and state the independent and original contribution to knowledge, or to the advancement of the discipline, which has been made. In addition, the covering document should contain as an appendix a full bibliography of all relevant work in the public domain by the student.
- 128 Students shall be required:
- 128.1 to declare that the submitted work as a whole is not substantially the same as any that they have previously submitted or are currently submitting whether in published or unpublished form, for a degree, diploma, or similar qualification at any University or similar institution; and
 - 128.2 to declare which parts if any of the output or outputs submitted have previously been submitted for any such qualification; and
 - 128.3 where the work submitted includes outputs conducted in collaboration with others to provide a written statement normally signed by all collaborating parties on the extent of the student's individual contribution to the material and the conditions and circumstances under which the work was carried out.
- 129 A student may not include with their submitted outputs work that has not been published or has not been in the public domain.
- 130 In order to be eligible for the award of the degree of PhD, the submitted work must constitute a substantial original contribution to knowledge. The work submitted shall be examined by two external examiners appointed by the University on the recommendation of the Research Degrees Committee. In the case of collaborative outputs, the examiners must satisfy themselves that the parts of the submitted outputs attributed to the student constitute a substantial original contribution to knowledge.
- 131 A student shall be required to undergo an oral examination, which shall be on the submitted outputs themselves and on the field of study in which it lies.

- 132 Each examiner shall make an independent report on the work submitted, both shall be present at the oral examination and shall sign the joint report and the final recommendation. The reports shall be sent to the Research Degrees Committee for consideration. The examiners' reports shall normally be treated at all times as confidential to the members of the Research Degree Committee.
- 133 The joint report of the examiners shall conclude with one of the following recommendations:
- 133.1 that the student be awarded the degree of PhD; or
 - 133.2 that the student be awarded the degree of PhD subject to minor corrections or amendments to the covering document; or
 - 133.3 that the student not be awarded the degree of PhD.
- 134 Where the examiners are unable to agree on the recommendation to be made or if, for any reason, a further opinion is required on the work submitted, an external adjudicator shall be appointed. The adjudicator shall be appointed by the University on the recommendation of the Chair of Research Degrees Committee after consultation with the original external examiners. The adjudicator shall consider the work submitted and will also be sent the reports of the original examiners. The adjudicator shall make an independent report which shall conclude with one of the recommendations under Regulation 133. The report shall be sent, together with the original examiners' reports, to the Chair of Research Degrees Committee for consideration. The recommendation of the adjudicator is expected to prevail.
- 135 One copy of the work submitted in support of a successful application shall be retained by the University and deposited in the library.
- 136 Regulations 112-120 of the research degree regulations, Review of an examination decision: Appeals, apply to these provisions.

Provisions applying to the award of a higher doctorate

- 137 Applications can be made for the following higher doctorates:
- Doctor of Letters (DLitt)
 - Doctor of Science (DSc)
- 138 The work submitted must be of high distinction, must constitute an original and significant contribution to the advancement of knowledge or to the application of knowledge or to both and must establish that the applicant is a leading authority in the field or fields of study concerned.
- 139 Applicants should normally be
- 139.1 holders, of at least seven years' standing, of a first degree such as a Bachelor's degree or of a qualification of equivalent standard; or
 - 139.2 holders, of at least four years' standing, of a higher degree such as a Master's or research degree or of a qualification of equivalent standard.
- 140 Applicants must submit three copies of the work on which the application is based. The submission may take the form of books, contributions to journals, patent specifications, reports, specifications, designs, video, photographic record, musical score or diagrammatic representation, and may include other relevant evidence of original work. Material other than books must be secured in one or more hard-backed folders, or box files, each containing a title and contents page, and displaying on the front cover the name and initials of the student, the qualification, and the year of submission. An applicant shall state which part if any, has been submitted for another academic award. The content of the submission must be in English unless specific permission to the contrary has been given by the

University's Research Degrees Committee. Where an artefact or piece of creative work is involved which cannot be included as such, there should instead be some permanent record of the work (for instance, video, photographic record, CD-Rom, musical score, diagrammatic representation).

- 141 In addition to the copies of the work on which the application is based, applicants must submit one copy of each of the following, all of which must be word processed:
 - 141.1 a completed application form
 - 141.2 a statement of 2,000 to 5,000 words setting out the applicant's view of the nature and significance of the work submitted;
 - 141.3 a full statement of the extent of the applicant's contribution to work submitted, involving joint authorship or other types of collaboration.
- 142 On submission of an application, the University's Research Degrees Committee will consider whether a *prima facie* case for proceeding to a formal examination of the application has been established, taking whatever advice it considers appropriate.
- 143 If satisfied that such a case has been established, the Research Degrees Committee will submit the application to two external examiners each of whom shall make an independent report to Research Degrees Committee. In case of a disagreement, the Research Degrees Committee may appoint a third examiner.
- 144 The University shall retain one copy of the full documentation in support of a successful application.
- 145 Regulations 112-120 of the research degree regulations, Review of an examination decision: Appeals, apply to these provisions.

An example of a thesis title page (see Regulation 110).

The Effect of Morphology on the Yield Behaviour of Solution Crystallised Polyethylenes

Michaela MacAllister

A thesis submitted in partial fulfilment of the requirements of
London Metropolitan University
for the degree of
Doctor of Philosophy

June 2003

Section B5
Other course Regulations

Section B5.1

Regulations for the Open Language Programme

Introduction

- 1 The aim of the Open Language Programme is to offer students access to language learning which is certificated. Regulations concerning language learning as part of a Bachelor's degree are included within the Regulations for the undergraduate scheme (Section B2.1 and B2.2). These regulations cover language learning taken in addition to, or independently of, other courses on which students are enrolled.
- 2 The Open Language Programme is designed to enable students to acquire, develop and use a language across the four receptive and productive skills (reading, writing, speaking and understanding) to a high level of accuracy and fluency.
- 3 Students enrolled within a scheme on a course leading to an award in a language may not enrol on the Open Language Programme to study the same language(s).
- 4 Native speakers of English or students with mother tongue competence in any of the Open Language Programme target languages may not normally enrol on the Open Language Programme to study modules in that language.

Course structure

- 5 Language learning provision offered under the Open Language Programme shall be graded according to five stages (each at two levels):

Languages other than English	English
Stage 1 – Beginners Stage 2 – Intermediate Stage 3 – Advanced Stage 4 – Advanced Plus Stage 5 – Graduate	Stage 3 – Intermediate Stage 4 – Advanced Stage 5 – Proficiency

- 6 Each stage shall consist of two modules of progressive difficulty. Each module of study shall be worth 15 credits (equivalent to 7.5 ECTS credits), denoting 150 learning hours. Modules shall normally be delivered in a single semester.
- 7 Students may not claim AP(E)L credit for any part of an Open Language Programme award.

Admission to the Open Language Programme

- 8 On the basis of evidence provided by applicants as to the current level of their knowledge and skills in a particular language the authorised admitting officer shall determine which stage and level within the stage students shall initially be admitted to.

Assessment

- 9 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section B8.1).

- 10 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.
- 11 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's Quality Assurance Procedures.
- 12 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, Subject Standards Boards or, exceptionally, chairs of Subject Standards Boards may vary the methods as appropriate (see Section B8.1 Regulation 10).
- 13 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted or be submitted late without valid mitigating circumstances (see Regulation 29) a mark of zero will be recorded for that item.
- 14 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 40%.
- 15 If a student achieves an overall mark of less than 25% for a module no credit shall be awarded for that module, nor shall the module shall not count towards the achievement of any award (see Regulations 32, 33 and 34 below). A student achieving an overall mark of less than 25% for a module shall be required to be reassessed in the failed items of assessed work or to retake the module.
- 16 Where appropriate conversions to ECTS grades shall be used as specified in the Regulations for undergraduate assessment (B2.2 Regulation 9).
- 17 Feedback to students shall be reported in percentage marks, with the proviso that such marks are provisional and subject to change, if given before confirmation of marks by the Assessment Board.

Responsibilities of students

- 18 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.
- 19 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories.
- 20 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or non-submission of an item of assessed work to familiarise themselves with the procedures for making a claim and the circumstances in which they are allowed to do so (see Regulations 29-30 below).
- 21 It shall be the responsibility of students who believe they have grounds for requesting reviews of decisions of an Assessment Board to submit an application to the Director of Quality and Standards within ten working days of results being issued in accordance with the Regulations governing Appeals against decisions of Assessment Boards (see Section C2).

- 22 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Regulations governing allegations of Academic Misconduct on the part of a student (see Section C3). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Regulations.

Reassessment and retaking

- 23 A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark has been awarded. Reassessment in a module shall mean reassessment in the item(s) which have been failed and shall involve the completion of new tasks.
- 24 Reassessment shall normally be based on the same principles and requirements as the first opportunity for assessment and shall assess achievement of the same learning outcomes. A student shall not have the right to be reassessed in elements which are no longer current in the course. The Assessment Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.
- 25 Reassessment shall normally take place during the resit period following the academic session in which the module was taken. Reassessment shall not be permitted before this resit period
- 26 If successful in a reassessment the student shall be awarded the mark achieved in place of the original mark. If unsuccessful the student shall retain the higher mark awarded.
- 27 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion. A student who retakes a module is required to re-enrol for the module, pay the tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.
- 28 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.

Mitigating circumstances/extenuation

- 29 If a student believes that their failure, absence or non-submission of work in an item of assessed work was due to illness or other valid reasons, the student may submit a claim under procedures approved by the Academic Board. If this claim is found to be substantiated, recommendation shall be made to the Assessment Board that the student be assessed on the next occasion in the item of assessed work; this attempt shall replace the opportunity when the mitigating circumstances pertained. Coursework may be submitted up to two weeks later than the original submission date if a claim for extenuation is substantiated.
- 30 Claims for extenuation in respect of poor performance shall not be valid.
- 31 A student may submit a claim seeking extenuation for a particular item of assessed work on two occasions only. A mark of zero will then be awarded for that item of assessed work, if it is not attempted at the next opportunity and there will be no further opportunity for reassessment.

Minimum criteria for the Certificate of Proficiency in Languages

- 32 A Certificate of Proficiency in Languages shall be awarded to a student who has passed two consecutively graded modules (30 credits) in a named language. The name of the language studied (or “English as a Foreign Language”) preceded by the stage achieved shall be appended in brackets to the award title. To achieve a stage the higher level module of one of the five stages listed in Regulation 5 above must be passed.

Minimum criteria for the Advanced Certificate of Proficiency

- 33 An Advanced Certificate of Proficiency in a named language shall be awarded to a student enrolled on the Open Language Programme who has undertaken the assessment for four consecutively graded modules (60 credits) in a single language other than English and passed at least 3 of these modules, including at least one stage 3 module.
- 34 An Advanced Certificate of Proficiency in English as a Foreign Language shall be awarded to a student enrolled on the Open Language Programme who has undertaken the assessment for four consecutively graded modules (60 credits) in English and passed at least 3 of these modules, including at least one stage 5 module.
- 35 The name of the language studied (or “English as a Foreign Language”) shall be appended to the award title.

Section B5.2

Regulations for the Liberal Studies Diploma

Introduction

- 1 The Liberal Studies Diploma is designed to offer students the opportunity to gain a significant academic qualification in a particular subject which is smaller than a Bachelor's degree. It provides an opportunity to progress to an advanced level of study where students will be able, within a restricted subject field, to critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills; critically evaluate new concepts and evidence from a range of sources; and transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations.

Course structure

- 2 Each module of study shall be worth 15 credits (equivalent to 7.5 ECTS credits), denoting 150 learning hours. Modules shall normally be delivered in a single semester.
- 3 Double modules, worth 30 credits, may be delivered in a single semester or over two consecutive semesters. Within these regulations the word 'module' refers to a 15 credit module unless otherwise stated.
- 4 Each module (of any size) shall be ascribed to Certificate, Intermediate or Honours level.
- 5 A Liberal Studies Diploma course shall consist of 6 modules and include 2 modules at Certificate, Intermediate and Honours levels.
- 6 Students who have been given credit for prior (experiential) learning in accordance with the AP(E)L Regulations (see Section B6) shall be exempted from taking those named or elective module(s) against which credit has already been given.
- 7 A student may claim APL credit for up to two-thirds (normally 60 credits, 4 modules) towards an award in accordance with the AP(E)L regulations (see Section B6). Students must achieve at least one third (normally 30 credits, 2 modules) of the learning towards an award while enrolled on a course leading to that award at this University.
- 8 A student shall not normally be permitted to register for more than a total of 12 modules. Retaking a module (see Regulation 35 below) counts as a separate registration for the purposes of this regulation. Students given credit in accordance with the AP(E)L Regulations shall be permitted a proportionately reduced total number of module registrations (See Section B6 Regulations for AP(E)L). A student who withdraws from his or her course (see Section C1 Regulation 21) or intermits with permission (see Section C1 Regulation 20) part way through a semester shall not have the modules for which he or she was registered included in the total number of module registrations.

Approval of programmes of study

- 9 Each student shall have a programme of study, listing the modules to be studied in each semester. A programme of study shall be allocated to each student in advance of initial enrolment; subsequently it shall be the student's responsibility to compile and obtain approval for their programme of study from an authorised programme approver.

- 10 The authorised programme approver shall approve a student's programme of study in line with principles of academic coherence and the learning outcomes of the course for which the student is registered.
- 11 A programme of study shall be designed to ensure that wherever possible modules at a lower level are passed before those at a higher level are commenced.
- 12 Where a pre-requisite module at a lower level is specified for another module, a student must normally pass that pre-requisite before embarking upon study for the module. (See also Regulation 21 below)
- 13 Students may only attend and be assessed in those modules included in their approved programme of study.
- 14 Programmes of study shall normally be finalised before the start of the semester.
- 15 A student who submits notification in writing of withdrawal from a module from which he or she is registered no later than the end of the sixth week shall be deemed not to have taken the module. Without such notification of withdrawal every module shall count towards the maximum permitted total of 12 registrations (see Regulation 8 above). Having withdrawn from a module a student shall not be permitted to replace it with an alternative module in the same semester.

Assessment

- 16 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section B8.1).
- 17 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.
- 18 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's Quality Assurance Procedures.
- 19 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, Subject Standards Boards or, exceptionally, chairs of Subject Standards Boards may vary the methods as appropriate (see Section B8.1 Regulation 10).
- 20 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted or be submitted late without valid mitigating circumstances (see Regulation 37 below) a mark of zero will be recorded for that item.
- 21 Course regulatory schedules may specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed.
- 22 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 40%.

- 23 If a student achieves an overall mark of less than 25% for a module no credit shall be awarded for that module, nor shall the module count towards the achievement of any award. Such modules shall however be counted towards the total permitted number of module registrations (see Regulation 8 above). A student achieving an overall mark of less than 25% for a module shall be required to be reassessed in the failed items of assessed work or to retake the module or a suitable alternative module.
- 24 Where appropriate conversions to ECTS grades shall be used as specified in the Regulations for undergraduate assessment (B2.2.9).
- 25 Feedback to students, before confirmation of marks by the Assessment Board, may be reported in percentage marks, with the proviso that such marks are provisional and subject to change.

Responsibilities of students

- 26 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.
- 27 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories.
- 28 It shall be the responsibility of students who believe they have valid reasons for absence from an examination or non-submission of an item of assessed work to familiarise themselves with the procedures for making a claim and the circumstances in which they are allowed to do so (see Regulations 37-39 below).
- 29 It shall be the responsibility of students who believe they have grounds for requesting reviews of decisions of an Assessment Board to submit an application to the Director of Quality and Standards within ten working days of results being issued in accordance with the Regulations governing Appeals against decisions of Assessment Boards (see Section C2).
- 30 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Regulations governing allegations of Academic Misconduct on the part of a student (see Section C3). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Regulations.

Reassessment and retaking

- 31 A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark has been awarded. Reassessment in a module shall mean reassessment in the item(s) which have been failed and shall involve the completion of new tasks.
- 32 Reassessment shall normally be based on the same principles and requirements as the first opportunity for assessment and shall assess achievement of the same learning outcomes. A student shall not have the right to be reassessed in elements which are no longer current in the course. The Assessment Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. The course regulatory schedule shall specify the means of reassessment of any period of work experience or work-based learning.

- 33 Reassessment shall normally take place during the resit period following the academic session in which the module was taken. Reassessment shall not be permitted before this resit period.
- 34 If successful in a reassessment the student shall be awarded the mark achieved in place of the original mark. If unsuccessful the student shall retain the higher mark awarded.
- 35 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 8 above. A student who retakes a module is required to re-enrol for the module, pay the tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.
- 36 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.

Mitigating circumstances/extenuation

- 37 If a student believes that their failure, absence or non-submission of work in an item of assessed work was due to illness or other valid reasons, the student may submit a claim under procedures approved by the Academic Board. If this claim is found to be substantiated, recommendation shall be made to the Assessment Board that the student be assessed on the next occasion in the item of assessed work; this attempt shall replace the opportunity when the mitigating circumstances pertained.
- 38 Claims for extenuation in respect of poor performance shall not be valid.
- 39 A student may submit a claim seeking extenuation for a particular item of assessed work on two occasions only. A mark of zero will then be awarded for that item of assessed work, if it is not attempted at the next opportunity and there will be no further opportunity for reassessment.

University Certificate

- 40 A University Certificate shall be awarded to a student who has achieved a passing mark in 3 modules (or the credit point equivalent) at Certificate level.

Minimum criteria for the Liberal Studies Diploma

- 41 A Liberal Studies Diploma shall be awarded to a student who has:
- undertaken the assessment for 90 credits in his or her approved programme of study *and*
 - achieved passing marks in at least 5 of these modules (or the credit point equivalent) including at least 30 credits at each of Honours and Intermediate levels.
- 42 A Liberal Studies Diploma with Merit shall be awarded to a student who has gained an average mark of at least 60% over the course.
- 43 A Liberal Studies Diploma with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the course.
- 44 The name of the subject studied shall be appended to the award title.

Section B6
AP(E)L Regulations

General

- 1 These Regulations should be read in conjunction with the University's AP(E)L Policy and Principles 2003 published on the University's web pages.
- 2 The accreditation of prior (experiential) learning, or AP(E)L, is a means of recognising or assessing learning acquired in settings other than on courses of the University and of giving credit for that learning against any award offered by the University, and at any level of award, taking account of the level descriptors set out in the University's award frameworks in Section B7.
- 3 The University's AP(E)L Policy and Principles 2003 does not encompass entry with alternative qualifications and experience to the start of a course, that is entry without credit. This is covered by the University's Admissions Policy and Generic principles on Admissions (see Section B1.2). Authorised admitting officers shall adopt procedures consonant with these AP(E)L Regulations and principles to assess applications for entry with alternative qualifications and experience.
- 4 AP(E)L Coordinators shall be appointed by Heads of Department to apply the approved procedures in these Regulations and in the scheme regulatory frameworks (or course regulatory schedules) or course regulations for giving credit to individual students and to ensure consistency and equity of decision-taking. There may be more than one AP(E)L Coordinator in each department.
- 5 AP(E)L credit against a previously approved University award for learning acquired in settings other than on courses of the University may be given to an individual student at the point of admission to a course, or at any stage after enrolment but before the award is conferred.
- 6 The minimum amount of AP(E)L credit that may be given to an individual student shall be equivalent to one module at any level. The maximum AP(E)L credit possible is equivalent to two thirds of a previously approved University award¹. A student may be awarded a mixture of APL and APEL credit.
- 7 Where prior learning is directly relevant to the aims and/or the learning outcomes of core and designate course modules, a volume and level of specific credit may be given against named modules. Where the subject is relevant but there is no direct module match, a volume and level of specific credit may be given towards a named award.
- 8 Where prior learning can be assessed in content and level but is not relevant to the subject matter of the named award, a volume and level of general credit may be given against the elective element of the award.
- 9 Where a significant amount of credit, such as credit for a whole level, is being considered, the University's level descriptors and relevant subject content and skills shall be the criteria for giving credit, rather than individual modules aims and/or learning outcomes. A significant amount of credit shall only be given when the University can provide or design for the student an appropriate subsequent programme of study which will allow the student to fulfil the overall aims and learning outcomes of an award.

¹ International students may only receive AP(E)L credit for one module or for a full semester, in order to comply with visa requirements.

- 10 AP(E)L credit shall be recorded on the transcript that shall accompany the student's award certificate.
- 11 On behalf of Academic Board, the AP(E)L Board shall credit-rate external courses in relation to the University's Awards in response to requests from departments.
- 12 The University's Quality Assurance Procedures shall periodically review the arrangements made by departments for AP(E)L and for recording decisions taken by the AP(E)L Board and departments under these Regulations. They shall monitor the extent and nature of credit given to students each year by departments.
- 13 The University shall normally charge a fee for the administration of APL applications and APEL assessments as provided in Section C1.

Accreditation (or credit transfer) of prior learning which is certificated (APL)

- 14 The accreditation of prior learning which is certificated (APL) may take place either on admission to a course or at any stage after enrolment.
- 15 Students shall submit original certification to the University in respect of any application for credit for prior certificated learning (APL).
- 16 A departmental AP(E)L Coordinator, acting on the authority of the AP(E)L Board, shall have the authority to give APL credit to individual students by completing a standard Credit Record Form. He or she shall also be responsible for making a judgement about the currency of certificated prior learning.
- 17 The maximum amount of credit that may be given to a student shall be equivalent to two thirds of any award at any level. Thus a student shall achieve at least one third of the learning towards an award while enrolled on a course leading to that award at the University. This shall normally, but not necessarily, include the modules at the final level or stage of the course.
- 18 If a student has achieved APL credit at a higher level than the level at which the student is studying or applying to study at the University, the credit may be given to the student against that award. If a student has achieved credit at a lower level than the level at which the student is studying or applying to study, it may not be given to the student against that award, unless the appropriateness of this is confirmed by a decision taken by an internal examiner in the subject area, endorsed by an AP(E)L Coordinator.
- 19 If a student has achieved APL credit within the University or on a compatible scheme or course which can be accepted towards a University award, marks may be carried forward into the classification of the student's final award. The student shall normally make such a request at the time of applying for credit. The AP(E)L Board, acting as a Subject Standards Board, shall approve the uses of agreed conversion tables submitted by departments through the AP(E)L Coordinator, for the production of marks. Where the scheme or course is not compatible, the student's final award shall be calculated on the modules studied in the University. The AP(E)L Board shall make the final decision on compatibility of other courses and schemes.
- 20 APL credit cannot be given retrospectively to replace a failed module grade awarded by a University Assessment Board, where that module is a requirement for progression to the next level.
- 21 As provided in Section B1.2, Regulation 25, the AP(E)L Board may determine that applicants with a particular qualification are to be admitted regularly with a standard amount of credit, which shall be specified in the course regulatory schedule or course regulations.

Accreditation of experiential prior learning which is not certificated (APEL)

- 22 The accreditation of prior learning which is not certificated may take place either on admission to a course or at any stage after enrolment. An experience in any setting, such as paid or voluntary work or community activities, can provide appropriate learning opportunities for students.
- 23 The maximum amount of APEL credit that may be given to a student is equivalent to two thirds of an award, which shall in all circumstances be an award previously approved by Academic Board. The AP(E)L Board shall specify minimum periods of registration with the University in relation to the amounts of credit for which an APEL application may be made.
- 24 As provided under the AP(E)L Policy and Principles 2003, the AP(E)L Board, acting as a Subject Standards Board, or the relevant departmental Subject Standards Board shall be responsible for overarching arrangements to assess APEL applications, recorded as appropriate in the course regulatory schedule or course regulations.
- 25 The applicant or student shall be given an initial diagnostic interview, the outcome of which shall record the credit applied for, the format and deadline of the assessment and any negotiated learning outcomes. This shall be recorded at the outset in an APEL Assessment Agreement form. The individual applicant's prior learning may be formally assessed either by requiring the applicant to take the normal assessments of the course or by some other appropriate form of assessment, including a viva, portfolio, performance, oral presentation or artefact. Attendance at APEL guidance sessions shall not in itself constitute such formal assessment.
- 26 Internal and external examiners shall be responsible for assessing whether or not the applicant has achieved the learning outcomes which will achieve APEL credit and they shall be accountable either to the AP(E)L Board acting as a Subject Standards Board or to a departmental Subject Standards Board of which they are members.
- 27 Second marking conventions and sampling conventions in these Regulations (Section B8.1) shall apply, with the rider that the AP(E)L Coordinator shall act as a one of the markers where the other marker has limited experience of the APEL process.
- 28 As a result of the assessment process in 25 above, APEL credit shall be given to a student who has achieved the requisite learning outcomes, on behalf of the AP(E)L Board acting as a Subject Standards Board or of the departmental Subject Standards Board according to explicit criteria recorded in the course regulatory schedule or course regulations. If the assessment process warrants this, the student shall carry forward a specific mark.
- 29 A student who fails to achieve the learning outcomes within an APEL assessment shall be permitted one reassessment. This shall not be counted against the overall number of registrations permitted in the undergraduate and postgraduate assessment Regulations (see Sections B2.1 Regulation 18 and Section B3.1 Regulation 11).
- 30 A student shall have the right of appeal against failure in the APEL assessment process (see Section C2 Regulation 1).

Section B6

Addendum to AP(E)L Regulations

Exemptions from, and credit for, periods of residence abroad/supervised work experience agreed at the point of admission to a course or later in the course

- 1 An applicant may be judged to have satisfied, wholly or in part, the aims of supervised work experience/period of residence abroad on a course and achieved the learning outcomes. In considering such applications, which must be made in writing, the authorised admitting officer shall consider:
 - 1.1 the quality of training or supervised work experience or period abroad previously undertaken;
 - 1.2 the relevance of that training or supervised work experience or period abroad to the learning outcomes of the course to which the student is to be admitted;
 - 1.3 the quality of the supervision and assessment of the training or supervised work experience or period abroad;
 - 1.4 whether the granting of academic credit would enable the student to meet professional or other requirements which the supervised work experience or period abroad within the course is intended to satisfy.
- 2 On the basis of the evidence, the authorised programme approver shall determine the extent of exemption and/or credit and whether the applicant may be required to follow a course which does not normally contain a component of supervised work experience or period abroad. (see also Regulation 19 above).
- 3 In cases of sandwich awards academic credit for placements shall be limited to two thirds of the placement requirements of the course.
- 4 Exemption from the period abroad/supervised work experience may be approved at a stage later than admission (see also Regulation 22 above) by the Departmental AP(E)L Coordinator or other person appointed by the Head of Department to undertake this task, acting on the authority of the AP(E)L Board.

Section B7
London Metropolitan University
Awards Framework

London Metropolitan University

University awards list and specifications

- 1 Set out in this Section is a definitive list and specifications for the awards offered by the University, with their accepted abbreviations. Reference to the level of the awards has regard to the standards generally accepted in UK higher education and the qualifications descriptors published by the Quality Assurance Agency for Higher Education in the context of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland. All these awards may be offered internally and externally in partnership with another institution, in accordance with the University's Quality Assurance Procedures.
- 2 The standards of the awards are specified in terms of students who have prior knowledge and skills demonstrated by achievement of the appropriate minimum entry requirements.
- 3 Credit Accumulation and Transfer Scheme (CATS) points have regard to standards generally accepted for UK higher and further education. European Credit Transfer System (ECTS) credits are part of the widely accepted student mobility schemes SOCRATES and ERASMUS, which promote academic recognition throughout the European Union and any country belonging to the European Economic Area, in order to allow students to follow part of their study programme abroad. Both CATS and ECTS schemes are based on student learning hours.

Section B7.1

Undergraduate Awards framework

Awards and awards descriptors	Minimum CATS points	ECTS credits
Certificate of Proficiency Demonstrating basic skills-related proficiency in a particular subject eg Certificate of Proficiency in Languages – proficiency in a non-native language, leading to an award at 5 recognised stages.	30 credits gained from consecutively graded modules	15
Advanced Certificate of Proficiency Providing basic skills-related proficiency in a particular subject.	60 at any HE level	30
Work Based Learning Awards The majority of the learning takes place in the workplace, with teaching normally offered by the University in appropriate formal sessions. All learning outcomes at the appropriate level will be assessed by the University or under its auspices. The maximum period within which a student shall complete a University award (Work-Based Learning) shall be 2 years.	45 credits all at Certificate, Intermediate or Honours level (see below for individual awards)	22.5
Certificate level awards		
The holder of an award at Certificate level will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. He or she will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility.		
The maximum period within which a student shall complete an award at Certificate level, except a University Certificate (Work-Based Learning), shall normally be 5 years, including any agreed interruption of studies.		
University Certificate	45 at Certificate level	22.5
University Certificate (Work-Based Learning)	45 at Certificate level	22.5
Graduate Conversion Certificate	60 at Certificate level	30
Certificate of Higher Education (Higher National Certificate) (CertHE (HNC))	120 at Certificate level	60
Certificate of Higher Education (Higher National Diploma) (CertHE (HND))	120 at Certificate level	60
Certificate of Higher Education (Foundation Degree) (CertHE (FD))	120 at Certificate level	60
Certificate of Higher Education (CertHE)	120 at Certificate level	60

Awards and awards descriptors	Minimum CATS points	ECTS credits
<p>Intermediate level awards</p> <p>The holder of an award at Intermediate level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.</p> <p>The maximum period within which a student shall complete an award at Intermediate level, except an unclassified bachelor's degree and a University Diploma (Work-Based Learning), shall normally be 6 years, including any agreed interruption of studies.</p>		
University Diploma (Work-Based Learning)	45 at Intermediate level	22.5
University Diploma	120 at Certificate level and 45 at Intermediate level	82.5
Higher National Certificate (HNC)	150, min 30 at Intermediate level	75
Higher National Diploma (HND)	120 at C level and 120 at Intermediate level	120
Diploma of Higher Education (DipHE)	240, min 120 at Intermediate level	120
Foundation Degree (Arts) (FDA) Foundation Degree (Science) (FDSc)	120 at Certificate level and 120 at Intermediate level	120
<p>Foundation degrees will have been designed in collaboration with relevant employers and will include a period of work experience.</p>		
Unclassified Bachelor of Arts (BA) Unclassified Bachelor of Science (BSc) Unclassified Bachelor of Laws (LLB) Unclassified Bachelor of Engineering (BEng) Unclassified Bachelor of Education (BEd) <i>BEd will be phased out, but is retained here during transitional phase</i>	300, max 120 at Certificate level, min 60 at Honours level	150
<p>The maximum period within which a student shall normally complete an unclassified Bachelor's degree shall normally be 7 years, including any agreed interruption of studies</p>		

<i>Awards and awards descriptors</i>	Minimum CATS points	ECTS credits
<p>Honours level awards</p> <p>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.</p>		
Advanced Diploma (Work-Based Learning)	45 at Honours level	22.5
Bachelor of Arts with Honours (BA Hons) Bachelor of Science with Honours (BSc Hons) Bachelor of Laws with Honours (LLB Hons) Bachelor of Engineering with Honours (BEng Hons) Bachelor of Education with Honours (BEd Hons) <i>BEd will be phased out, but is retained here during transitional phase</i>	360, max 120 at Certificate level, min 90 at Honours level	180
The maximum period within which a student shall complete an Honours degree shall normally be 8 years, including any agreed interruption of studies		
Graduate Conversion Diploma Graduate Diploma	120, at Intermediate and Honours levels	
The maximum period within which a student shall complete a Graduate Conversion Diploma shall normally be 5 years, including any agreed interruption of studies		

Section B7.2

Postgraduate Awards framework

<i>Awards and awards descriptors</i>	Minimum CATS points	ECTS credits
<p>Master's level awards</p> <p>Much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Masters graduates will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.</p>		
<p>Postgraduate Certificate (PGCert)</p> <p>The maximum period within which a student shall complete a Postgraduate Certificate shall normally be 3 years, including any agreed interruption of studies</p>	60 at Masters level	30
<p>Postgraduate Diploma (PGDip)</p> <p>The maximum period within which a student shall complete a Postgraduate Diploma shall normally be 4 years, including any agreed interruption of studies.</p>	120 at Masters level	60
<p>Master of Arts (MA) Master of Science (MSc) Master of Laws (LLM) Master of Education (M Ed) Master of Public Administration (MPA)</p> <p>Master of Business Administration (MBA)</p> <p>The programme for a Master's course shall include a compulsory component of independently researched, advanced independent work, such as a dissertation, a project including a report, an artefact including a commentary or an equivalent piece of work.</p> <p>The maximum period within which a student shall complete a taught Master's degree shall normally be 6 years, including any agreed interruption of studies</p>	180 at Masters level	90
	220 at Masters level	110

<p>Masters + level award</p> <p>These awards will have additional requirements to those at Masters level, generally relating to the research requirement of the awards.</p>
<p>Postgraduate Practitioner Diploma (PGPracDip)</p> <p>The holder of a PgPracDip will have completed a programme of advanced professional and research training within an appropriate theoretical context. <i>PgPracDip will be phased out, but is retained here during transitional phase</i></p>
<p>Doctorate level award</p>
<p>The maximum period within which a student shall complete a Practitioner award at doctoral level shall be six years.</p>
<p>Advanced Practitioner Diploma (AdvPracDip)</p> <p>The holder of an AdvPracDip will have completed a programme of advanced professional and research training within an appropriate theoretical context and will have developed specialist professional skills and competencies.</p>
<p>Practitioner Doctorate (DPrac)</p> <p>The holder of a DPrac will have completed a programme of advanced professional and research training within an appropriate theoretical context and will have developed specialist professional skills and competencies. In addition he or she will have produced a dissertation which makes a distinct contribution to knowledge of the subject and shows evidence of originality and which satisfies the examiners.</p>

Section B7.3

Research degrees Awards framework

<i>Awards and awards descriptors</i>	Minimum CATS points
Masters level awards	
<p>Master of Arts by Project (MAProj) Master of Science by Project (MScProj) Master of Laws by Project (LLMProj) Master of Arts by Research (MAREs) Master of Science by Research (MScRes) Master of Laws by Research (LLMRes)</p> <p>The programme for a Master's by Project or Master's by Research shall include a compulsory and substantial component of advanced independent work, such as a dissertation or project. This component shall carry at least two thirds of the overall credits attributed to the programme.</p> <p>The maximum period within which a student shall complete a taught Master's degree shall normally be 6 years, including any agreed interruption of studies</p>	180 at Masters level
<p>Master's in Research (MRes)</p> <p>The programme for a Master's in Research shall include a compulsory component of advanced independent work (a dissertation) which shall carry about half of the overall credits attributed to the programme.</p> <p>The maximum period within which a student shall complete a taught Master's degree shall normally be 6 years, including any agreed interruption of studies</p>	180 at Masters level
Masters + level award	
<p>Master of Philosophy (MPhil)</p> <p>The holder of an MPhil will have critically investigated and evaluated an approved topic and demonstrated an understanding of research methods appropriate to the chosen field, or have carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context, and will have presented and defended a thesis by oral examination to the satisfaction of the examiners.</p>	
Doctorate level awards	
<p>Doctor of Philosophy (PhD)</p> <p>The holder of an PhD will have critically investigated and evaluated an approved topic, or carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context, both of which resulting in an independent and original contribution to knowledge. The student will also have demonstrated an understanding of research methods appropriate to the chosen field and presented and defended a thesis by oral examination to the satisfaction of the examiners.</p>	

Awards and awards descriptors
Doctor of Philosophy by Prior Output (PhD) The holder of a PhD awarded on the basis of Prior Output will have provided evidence of an independent, original and significant contribution to knowledge, and will have defended this by oral examination to the satisfaction of the examiners. Such output shall normally be in the public domain, but where deemed appropriate by the Research Degrees Committee may include private consultancy work of a substantive nature, or creative work currently in private ownership.
Higher doctorates
Doctor of Letters (Dlitt) Doctor of Science (DSc) The holder of a higher doctorate will have provided evidence of an original and significant contribution to the advancement of knowledge or to the application of knowledge or to both and have established that he or she is a leading authority in the field(s) of study concerned, to the satisfaction of two external examiners.

Section B7.4

Professional and Personal Development Awards framework

(including some individual conversion courses)

**Editor's note: This framework for professional and personal development awards conferred by the University is included as a transitional measure. In due course it is intended to align these awards with those in the rest of the framework, confirming the equivalence of academic and vocational qualifications within the awards framework. The framework is at present to be treated as work in progress.*

Awards and description	Minimum CATS points or credit level
Professional Diploma in Architecture Academically and professionally orientated programme, giving RIBA Part 2 exemption; minimum duration 2 years full time	Honours and Masters level credit awarded
Postgraduate Certificate in Professional Development Entry requirement of work experience equivalent to senior management; minimum duration 360 learning hours	30 credits at Masters level
Certificate in Teaching in Higher Education (CTHE)	Masters level award
Postgraduate Certificate in Teaching (PGCE) Entry requirement of honours degree; minimum duration 1 or 2 years full-time	120 credits
Diploma in Law (LLDip) University award for Common Professional Exam (CPE)	120 credits
Certificate in Management Studies Diploma in Management Studies Students may use these awards to obtain advanced standing on entry to the Masters in Business Administration (MBA – see Section B7.2)	60 credits at Masters level 120 credits at Masters level
Graduate Certificate in Business A pre-Masters course preparing students for entry to study Business subjects at Masters level; duration 1 semester full-time	60 credits
Liberal Studies Diploma An academic personal development award in Liberal Studies	90 credits, with a minimum of 30 credits at each of Honours and Intermediate levels

Advanced Diploma in Professional Development Entry requirement of work experience equivalent to middle management; minimum duration 360 learning hours	45 credits at Honours level <i>and</i> 45 credits at Intermediate level <i>and</i> 45 credits at Certificate level
Diploma in Professional Development Entry requirement of work experience equivalent to higher technician or junior management; minimum duration 360 learning hours	45 credits at Intermediate level <i>and</i> 45 credits at Certificate level
Certificate in Professional Development Entry requirement of work experience at supervisory level; minimum duration 360 learning hours	45 credits at Certificate level
Certificate in Professional Studies in Nursing Entry requirement according to ENB regulations; minimum duration 3 years part-time	60 credits at Certificate level
Diploma in Professional Studies in Education	60 credits at Honours level <i>and</i> 60 credits at Intermediate level
Certificate in Education (CertEd) Professional qualification for teaching in post compulsory education	120 credits at C/I levels

Section B7.5

Non HE Awards framework

<i>Awards and awards descriptors</i>
Foundation level awards
Certificate of Further Education (CertFE) The CertFE is a vocationally orientated programme.
Diploma of Further Education (DipFE) The DipFE is a vocationally orientated programme, normally providing adequate preparation for entry to study at HE level in the subject.
Foundation Certificate Foundation Certificates provide adequate preparation for entry to study at HE level in the area studied.

Section B7.6

Honorary degrees Awards framework

- 1 The Board of Governors shall confer honorary doctorate awards on persons approved by the Nominations Committee as having made outstanding contributions to particular fields of academic or professional endeavour and the honorary Master's awards on persons approved by the Nominations Committee as having made distinguished contributions to particular fields of academic or professional endeavour. These awards are not subject to external examination and do not carry any transferable credit.

- 2 The following awards may be conferred as honorary awards:
 - Doctor of Laws (LLD)
 - Doctor of Letters (DLitt)
 - Doctor of Philosophy (DPhil)
 - Doctor of Science (DSc)
 - Doctor of Technology (DTech)
 - Doctor of Business Administration (DBA)
 - Master of Arts (MA)
 - Master of Science (MSc)
 - Master of Laws (LLM)
 - Master of Business Administration (MBA)

Section B8
Regulations on assessment and certification

Section B8.1

Regulations on assessment and Assessment Boards

Purposes of assessment

- 1 The first purpose of ²assessment is to determine whether students have achieved the learning outcomes and fulfilled the academic requirements of the course and of the modules within it, as stated in the course specification and in the University's general educational aims and attained the standard required for the award to which it leads. In the case of research degree students, the purpose of assessment is to determine whether students have achieved the learning outcomes of their individual programme of research.
- 2 A second purpose of assessment is to give marks to students to signify the quality of their performance relative to that of other students.
- 3 A third purpose of assessment is to enable students to be given credit for work successfully undertaken, so that this may be accumulated and transferred within the University and to courses in other institutions.

Delegation of degree awarding powers

- 4 Degree awarding powers are vested in the Board of Governors of the University. The Board of Governors has delegated its authority to Academic Board in respect of awards made to individual students.
- 5 Academic Board has delegated to Assessment Boards, acting on its behalf, the conferment of awards, such as degrees, diplomas and certificates on individual students, subject to the University's Regulations and course regulations and/or regulatory frameworks.
- 6 Academic Board has delegated to the Quality and Standards Committee the appointment, on its behalf, of Chairs of Assessment Boards and all internal and external examiners and delegated to the Research Degrees Committee the appointment of all internal and external examiners for research degrees.
- 7 There shall be two types of Assessment Boards: Awards Boards and Subject Standards Boards which shall fulfil the functions outlined in Regulations 57 to 71 below. The Procedures incorporating the terms of reference and membership of each type of Board are attached to these Regulations as Appendix D1.

Principles for the assessment process

- 8 Heads of teaching departments and of all relevant professional service departments shall be accountable to Academic Board for the conduct of the assessment process as a whole. The assessment of students' performance shall be carried out fairly by duly appointed, competent and impartial internal examiners fulfilling the functions in Regulations 32 to 42 below and marks shall be issued in accordance with the scheme regulatory frameworks, course regulatory schedules and course regulations and the deadlines approved on behalf of Academic Board.
- 9 External examiners shall be associated with the conferment of all Awards except honorary degrees. Their role, which is elaborated further in Regulations 22 to 31 below is to ensure

² 'Summative assessment' is dealt with in this Section. The University also uses 'formative assessment' to help students learn.

that justice is done to the individual student and that the standard of the University's Awards is confirmed.

Disability

- 10 The University shall take all reasonable steps to ensure that if a student is unable, through disability, to be assessed by the normal methods, alternative methods of assessment of the learning outcomes shall be made available. Under Procedures established on behalf of Academic Board, Subject Standards Boards or, exceptionally, chairs of Subject Standards Boards, acting in conjunction with members of Student Services, may vary the methods as appropriate bearing in mind the aims and learning outcomes of the programme and the need to assess the student on equal terms with other students.
- 11 Further to 10 above, on application from specified members of Student Services, the Director of Academic Administration shall have discretion to approve special arrangements for the examination of any student which shall normally be held in a sheltered environment (see Regulation for examinations in Appendix D3).

Reassessment rights

- 12 Scheme regulatory frameworks, course regulatory schedules and course regulations shall make explicit the rights of students to at least one reassessment in the case of failure of a module or course within a single registration.

Expulsion on academic grounds

- 13 Where, under the course regulations and/or regulatory framework, it is not possible for students successfully to complete the course because of unsatisfactory standards of academic performance, the relevant Awards Board shall expel them on academic grounds under Article 71 and the Vice-Chancellor shall arrange for students to be so informed. Students shall have the right of appeal to Academic Board under the Regulations for Appeals against decisions of Assessment Boards in C2.

Information for students

- 14 Information for students shall be disseminated in a variety of media. The University shall make available to students the relevant parts of these Academic Regulations and publish the assessment scheme for each module in module specifications and course handbooks. On pre-determined dates, it shall also publish coursework submission deadlines and examination timetables. It shall be the responsibility of students to familiarise themselves with the details contained within this information.

Abnormal circumstances

- 15 The Vice-Chancellor shall determine an appropriate course of action if, in his judgement, abnormal circumstances prevail which will have prevented, or be likely to prevent, students from presenting themselves for examination or submitting assessed work at the appropriate time.

Examinations

- 16 There shall be Regulations for examinations with which all staff and students shall comply (see Appendix D3).
- 17 The Director of Academic Administration shall have overall responsibility, on behalf of Academic Board, for oversight and coordination of examinations within the University, for interpretation of the Regulations for examinations and for specifying the conditions under

which examinations shall be conducted, including sheltered examinations under Regulation 11 above and overseas examinations under Regulation 18 below. He or she shall also be responsible, at a pre-determined time, for notifying students of the time and location of their examinations (see Regulation 14 above).

- 18 The Director of Academic Administration shall approve applications by students to take examinations overseas, subject to the payment of the relevant fee (see Appendix D3).
- 19 Subject to the authority of the Head of Department and the explicit approval of the external examiners except for those at Certificate level, Subject Standards Boards shall have overall responsibility for finalising examination papers, including examination papers for reassessments which shall be finalised at the same time as the original examination paper (see Appendix D3).
- 20 The Head of Department shall have responsibility for nominating academic staff as invigilators and the Director of Academic Administration shall be responsible for nominating all other invigilators (see Appendix D3).

The responsibilities and roles of external and internal examiners

- 21 Further to Regulations 8 and 9 above, the roles of the University's external and internal examiners(s) shall be, collectively, to ensure that the standard of the University's Awards is maintained, that the performance of students is assessed in relation to those standards and that justice is done to individual students.

External examiners – confirming academic standards

- 22 External examiners, who shall not be members of staff of the University, shall be appointed as Subject Standards Examiners to modules, Awards Examiners to schemes and courses and external examiners to research degrees (see Section B4 Regulation 79) by or on behalf of Academic Board in accordance with Regulations 43-49 below and the Quality Assurance Procedures.

- 23 Subject Standards Examiners shall:

- 23.1 confirm that the assessment process is conducted in accordance with the University's Academic Regulations, the approved scheme regulatory frameworks, course regulatory schedules or course regulations;
- 23.2 confirm that students have been assessed fairly and have been judged on whether they have achieved the aims and learning outcomes of the course as stated in the course specification and the University's general educational aims;
- 23.3 confirm that the range of marks given by internal examiners to students fairly reflect the standards of those students' performance, having regard to standards elsewhere in UK higher education.

In order to carry out those duties, they shall:

- 23.4 be consulted on proposed examination papers and, where possible, coursework assignments and project titles, and be consulted on the assessment scheme for the course;
- 23.5 see a sample of the work of students (see Regulation 41 below) but have the right of access to all items of assessed work, including coursework;

- 23.6 supply comments to the Module Internal Examiner on the range of marks awarded after having undertaken external sampling;
- 23.7 attend, on a basis agreed with other Subject Standards examiners, one or more meetings, annually, of Subject Standards Boards at which marks are confirmed (see Regulation 57 below) and an annual meeting for the monitoring of academic standards in the subject area;
- 23.8 be consulted from time to time about any proposed changes to the approved scheme regulatory framework, course regulatory schedule or course regulations which will directly affect students currently on the course (see Section B1.1 Regulation 46).
- 24 External examiners to research degrees shall:
- in respect of research degrees, conduct *viva voce* examinations of students, to consider, and, as appropriate, confirm that the student has met the required standard for the award of the research degree (the full role of external examiners to research degrees is included in Section B4 Regulation 76);
- 25 Awards Examiners shall:
- 25.1 confirm that the conferment of awards have been reached in accordance with the University's Academic Regulations, the scheme regulatory framework, the course regulatory schedule and the course regulations and that the process of conferment has been conducted in accordance with good practice in higher education;
- 25.2 attend Awards Board meetings at which decisions on the conferment of awards are made (see Regulation 63 below);
- 25.3 participate in the monitoring of academic standards and review of assessment policy .
- 26 Awards and Subject Standards Examiners shall:
- report to the University as indicated in Regulations 50 to 56 below;
- 27 To carry out these responsibilities Subject Standards examiners and external examiners to research degrees shall be;
- 27.1 competent in assessing students' knowledge and skills at higher education or, where applicable, further education level;
- 27.2 expert in the field of study concerned and with an appropriate specialist level of expertise matched to the aims of the course or programme of research.
- 28 Awards Examiners shall be:
- 28.1 experienced in examining at subject level but competent to take an overview of a course and/or scheme.
- 29 All external examiners shall be:
- 29.1 impartial in judgement;
- 29.2 properly briefed on their role, the scheme, the course, the module and the University's requirements;
- 29.3 governed by the University's Academic Regulations;

29.4 paid a fee set by the University and recorded in a contract; for taught courses this is calculated in relation to the examiner's annual workload and is subject to the production of an annual or course-end report.

30 New Subject Standards and Awards examiners shall be inducted as soon as possible after appointment, preferably by visiting the University. The induction shall cover: the dates of examiners' meetings, the examiner's role in relation to the examining team as a whole, the learning outcomes of the scheme, the course, the module, its syllabuses and teaching methods, the assessment scheme and the scheme regulatory framework, course regulatory schedule and course regulations.

31 In order to protect their independence, external examiners shall not concurrently act as members of a panel established to review the course on which or the department in which they examine.

Internal examiners - marking students' work

32 Internal examiners shall be members of staff of the University appointed as examiners by or on behalf of Academic Board or the relevant Head of Department in accordance with Regulation 6 above, the Procedures in Appendix D1 and the Quality Assurance Procedures. They shall mark items of assessed work and examine students taking modules in which the internal examiners themselves have competence.

33 Subject to the overall authority of Heads of Department, all internal examiners are members of, and are accountable to, the relevant Subject Standards Board for the probity of the assessment process and the maintenance of standards. A small number of internal examiners shall be members of Awards Boards.

34 All items of assessed work duly submitted by students must be marked by internal markers. Internal examiners shall mark assessed work on an objective and impartial basis, having regard to the University's Equal Opportunities Policy, and in line with marking criteria approved by the Subject Standards Boards which relate marks to specific skills and knowledge demonstrated by students.

Anonymity

35 Other than in the case of research degrees, students' assessed work shall be anonymous when marked, except where the relevant Subject Standards Board recommends that this is impracticable and the Director of Academic Administration accepts this.

Internal double-marking

36 The purpose of double-marking is:

- to perform a moderating role;
- to ensure consistency;
- to examine special cases;
- to give confidence to students that marking will be objective and impartial.

37 There shall be a Module Internal Examiner having overall responsibility for all assessment matters relating to a particular module. In the case of all courses, for each item of assessed work in the module, there shall be a minimum of two internal examiners of students' work one of whom may be the Module Internal Examiner.

38 The first internal examiner shall mark all work submitted and the second shall mark a minimum of 20% of the work submitted. In the case of undergraduate courses, this shall be spread across all degree class bands and failing grades at Intermediate and Honours levels. At Certificate level, all work falling within the 35% to 45% range shall be double-marked.

39 The role of the second internal examiner is to check the use of marking criteria and exercise moderation over the marks across the group of students. Where there is a team of internal examiners associated with a module, the Module Internal Examiner shall normally perform the moderating role.

40 Internal examiners shall normally resolve disagreements on marks by discussion and reach a consensus. Where consensus is not reached, another appropriate internal examiner's view shall be sought by the Module Internal Examiner and a majority position reached.

External sampling

41 Subject Standards Examiners appointed to modules shall be sent a sample of students' work to enable them to carry out their full responsibilities specified in Regulation 23 above. Normally this will be a minimum of 20 items of assessed work for each module (or, if fewer, the total number of items of assessed work submitted). In the case of undergraduate courses this shall be spread across all degree class bands and failing grades at Intermediate and Honours levels.

Feedback to students

42 Feedback on all items of assessed work, including examinations, shall be given to students. In accordance with the Data Protection Acts 1984 and 1998 students have a right to see the comments of internal examiners on their performance. These include comments made on the item of assessed work itself or on cover sheets provided for the purpose of feedback. The latter method shall be used wherever possible.

The appointment of internal and external examiners

43 All internal and external examiner appointments shall be approved by or on behalf of the Academic Board as provided under Regulation 6 above and the Quality Assurance Procedures. The appointing body shall observe the Regulations below.

44 New external examiners shall take up their appointments on the retirement of their predecessors, though they may be appointed before the date of retirement and may observe Awards and Subject Standards Boards meetings as part of their induction. External examiners shall remain available until the last assessments with which they are to be associated in order to deal with any subsequent reviews of decisions.

45 Appointment dates for external examiners shall take account of the timing of assessed work in such a way that they may be fully involved in the assessment process. For taught courses, external examiners' normal term of office shall be one which allows the examiner to assess four successive groups of students, thus normally four years.

46 External examiners shall not normally hold more than the equivalent of two substantial undergraduate appointments in the university sector as a whole at the same time.

47 In approving the appointment of external examiner(s), the body authorised by Academic Board shall seek to ensure that the external examiner(s) will be competent and impartial, and that the Awards Board as a whole maintains an appropriate balance and diversity in order to ensure that students are fairly assessed.

Awards Examiners

48 A number of Awards Examiners shall be appointed to the University Awards Board. They shall have sufficient external examining experience to take an overview of the University's schemes and the courses within it and ensure that a consistent standard is maintained across subjects.

- 49 The approval of the appointment of an Awards Examiner shall be subject to the normal criteria as set out above and the person may also have course or module examining responsibilities within the University. Together these two roles shall count as one appointment in relation to Regulation 46 above.

External Examiners' reports

- 50 Subject Standards Examiners shall report annually to the Vice-Chancellor on behalf of Academic Board on the conduct of the assessments just concluded and on issues related to assessment, including:
- 50.1 the standards of the overall performance of the students in relation to their peers on comparable courses or the standards that obtain in professional practice. Evidence shall be provided for the judgement made in this respect drawn from the examiner's views of the strengths and weaknesses of students; the quality of knowledge and skills (in relation to the University's general educational aims and scheme, course and module aims and learning outcomes) demonstrated by the students;
 - 50.2 the structure, organisation, design and marking of all assessed work;
 - 50.3 the quality of teaching as indicated by student performance;
 - 50.4 lessons that can be drawn for the curriculum, syllabus, teaching and assessment methods and resources of the course;
 - 50.5 the University's administration of the assessment process, the conduct of the Assessment Board/s and the quality of communications with the examiner;
 - 50.6 any other recommendations arising from the assessment process.
- 51 Awards Examiners shall report on the conduct of conferment of awards and the standards that obtain across the course or scheme.
- 52 The purpose of external examiners' reports is to enable the Vice-Chancellor on behalf of Academic Board to judge whether the course complies with appropriate standards and is meeting its stated aims and to arrange for any necessary improvements to be made, either immediately or at the next review as appropriate.
- 53 External examiners shall report direct to the Vice-Chancellor as Chair of the Academic Board if they are concerned about standards of assessment and performance, particularly where they consider that assessments are being conducted in a way that jeopardises either the fair treatment of individual students or the standard of the University's Awards.
- 54 External examiners shall report publicly as directed by the University.
- 55 The Quality Unit and Chairs of Awards Boards shall remind external examiners of the University's guidance on the content of reports when a report becomes due.
- 56 External examiners' annual reports and the records of actions taken in response to them shall form part of the documentation used in annual monitoring.

Roles and functions of Assessment Boards

Subject Standards Boards

- 57 Subject Standards Boards, as provided by Regulation 7 above, and operating under Terms of Reference set out in Appendix D.1, shall be responsible for setting and monitoring the

standard of student achievement and the confirmation of marks for the assessment and reassessment of individual students at the level of the module. If made through due process, the academic judgements of Subject Standards Boards shall be final. Subject Standards Boards shall not normally be associated with programmes of research.

- 58 No other body shall confirm marks. Where marks are the subject of an appeal against a decision of an Assessment Board (see Section C2), and that appeal is upheld, marks shall be changed under the auspices of the Subject Standards Board.
- 59 Course assessment schemes, approved in accordance with the Quality Assurance Procedures, shall be operated under the auspices of Subject Standards Boards and shall test the performance of individual students in relation to the aims and learning outcomes of the course, the University's general educational aims and the standard of the award.
- 60 Subject Standards Boards shall report annually to course leaders and to the relevant Awards Board/s on trends in student performance and progression, under procedures for annual monitoring.
- 61 Subject Standards Boards shall certify annually to Academic Board that appropriate standards obtain in the subject area.
- 62 Departments shall determine, in consultation with the Director of Academic Administration and the Director of Quality and Standards, the number of Subject Standards Boards to be constituted to oversee the assessment process, confirm marks in specific subject areas and participate in annual monitoring.

Awards Boards

- 63 Awards Boards, as provided by Regulation 7 above, and operating under terms of reference set out in Appendix D1, shall confer awards of the University. For taught courses, the awards shall be conferred on the basis of the marks confirmed by Subject Standards Boards, which the Awards Board shall have no power to change. If made through due process, the academic judgements of Awards Boards shall be final.
- 64 No other body shall confer awards of the University, with the exception of honorary degrees. Where a student's award is the subject of an appeal against the decision of an Assessment Board (see Section C2) and that appeal is upheld, the resulting award shall be conferred by the Awards Board.
- 65 Decisions on conferments of awards by an Awards Board shall be confirmed by the signatures of the Chair of the Awards Board and the Awards Examiners present at the meeting, save in the case of awards made by Chair's action (see Regulation 73 below).
- 66 On any matter which the Awards Board has debated as a matter of principle, the decision of the Awards Examiners shall either be accepted as final by the Awards Board or the matter shall be referred to the Academic Board.
- 67 There shall be a University Awards Board, as provided by Regulation 7 above and whose terms of reference are included in Appendix D1. The Awards Board shall make their decisions on the basis of marks confirmed by Subject Standards Boards.

All Assessment Boards

- 68 Chairs and members of Awards Boards and Subject Standards Boards appointed in accordance with Regulation 6 above are accountable to Academic Board for the fulfilment of the terms of reference of the Awards Boards and Standards Boards (see Appendix D1).

- 69 A formal meeting of an Awards Board or Subject Standards Board that does not include approved external examiners shall not be authorised to confirm marks or confer an award upon a student. It is permissible for external examiners to be treated as though present at a meeting and to have a vote if they are able to hear and be heard by all participants, through telecommunications.
- 70 For courses which are not within schemes, Subject Standards Boards may also act as Awards Boards.
- 71 Collaborative provision shall include the same Assessment Board structures as those of the University unless otherwise specified in the contract with the partner institution.

Delegation of responsibility for assessment

- 72 A Subject Standards Board may delegate the tasks within its terms of reference to individual members and groups of members, save that it may not delegate the annual certification of appropriate standards nor the confirmation of marks after an assessment process, unless the marks exceptionally are submitted after the meeting of the Board.
- 73 An Awards Board, at the time when it meets to confer awards, shall agree explicit arrangements for delegating any outstanding decisions to its Chair and Vice-Chair/s. Decisions taken by the Chair shall be signed by him or her and shall be notified by to the Award Examiners before the award is formally conferred.

Students and Assessment Boards

- 74 No student may be a member of an Awards Board or attend an examiners' meeting other than as a student for assessment through *viva voce*. If a person who is otherwise qualified to be an examiner for a course (for example as a member of academic staff or as an approved external examiner) is coincidentally enrolled as a student on another course either at the same institution or elsewhere, this shall not in itself disqualify that person from carrying out normal examining commitments.
- 75 If an internal or external examiner has a close family or other relationship with a student being examined by an Awards Board or Subject Standards Board of which the internal or external examiner is a member, he or she should discuss the matter with the relevant Head of Department and, normally, take no part in the discussion of that particular student.

Secretary of Assessment Board

- 76 The Director of Academic Administration shall ensure that arrangements are made to appoint a secretary to each Assessment Board and shall require the secretary to maintain accurate records of the Board's proceedings.

Appeals against decisions of Assessment Boards

- 77 The University has established Regulations governing Appeals against decisions of Assessment Boards (see Section C2 below) which are available to students in the Student Handbook and on the University's web pages. The Regulations incorporate the appointment by Academic Board of independent members.
- 78 The grounds on which an appeal shall be deemed valid are set out in the Regulations in Section C2. Disagreement with the academic judgement of a Subject Standards Board or an Awards Board shall not in itself constitute grounds for a request for reconsideration by a student.

Exceptional circumstances

- 79 In exceptional circumstances, such as evidence of a procedural defect affecting a significant number of marks or awards, the Vice-Chancellor shall require an Assessment Board to reconvene and reconsider its decision/s.

Grievances and complaints

- 80 In matters of grievance unrelated to assessment, students shall be referred to the University's Student Complaints Procedure and all students shall be given opportunities to take up legitimate concerns through the appropriate channels, such as their representatives on course committees, at an early stage.

Section B8.2

Regulations for certification

Conferments

- 1 The relevant Awards Board shall be the conferring body, having delegated authority from Academic Board (see Section B8.1 above), with the exception of honorary degrees.
- 2 An Awards Board shall not confer an award on a person unless he or she has enrolled on a course (or programme for research degree students) and has followed an approved programme of studies leading to the award, or has fulfilled the regulations for the award of PhD by Prior Output or has been admitted to a course or programme with specific credit. The student shall also satisfy the Awards Board that, as demonstrated through formal assessment, he or she has fulfilled the aims and learning outcomes for that award.
- 3 Awards shall be conferred by Awards Boards at each level or exit point of a course, provided the scheme regulatory framework or course regulations make provision for awards to be available at intermediate levels or exit points as well as at the final level or exit point (see Section B1.1 Regulation 36 above), and provided the student has achieved the learning outcomes of the modules taken at that level or exit point of the course.
- 4 The date of award, recorded on the certificate, shall be the date on which the Awards Board confers the award, except in the case of students who are debtors of the University, in which case the date of award shall be the date when the award is conferred after the debt has been settled (see Section C1 Regulation 14).
- 5 Section C1, Regulation 14, states the conditions under which students' results shall not be confirmed by Subject Standards Boards.

Certification

- 6 Students shall be issued with a certificate as a record of the highest level of award conferred on them under Regulation 3 above. Where a student fails a course, withdraws from the University or his or her student status is terminated under Section C1, or where the student has not declared his or her position and has not taken up the University's invitation to re-enrol or intermit three months after the start of a new semester, the University shall issue the student with a certificate recording the highest level of award conferred on him or her.
- 7 Certificates bearing the University's name shall be issued only on the authority of the Director of Academic Administration or the Registrar of the Short Courses Unit. They shall conform to the University's house-style as determined from time to time by the Vice-Chancellor and the Director of Academic Administration. Certificates bearing the University's name shall be issued only in accordance with the University's Quality Assurance Procedures.
- 8 A Certificate issued in recognition of a University award in respect of a course offered at or partly at a partner institution, whether validated, franchised or jointly taught shall be accompanied by a transcript which bears the name of the partner institution and the words 'taught in association with (name of partner institution)'.
'
- 9 The formulation of the award title on a certificate shall depend on whether the subject/s is/are studied as a single subject or in combination. For the latter, the relative proportion of subjects studied in combination shall determine the title of the award, with the subject studied in the greater proportion being named first. Where subjects have been studied in equal

proportion, the subjects shall appear on the certificate in alphabetical order, save that Combined Studies shall appear last.

- 10 Only one certificate will be issued for each award conferred. In the event of loss or damage to a certificate, a student may apply for a replacement on supply of a declaration as to what happened to the original, witnessed by a solicitor or similar, together with payment of a fee as determined from time to time by the Director of Academic Administration.
- 11 Certificates and Records of Achievement may be issued by or on behalf of other awarding bodies in respect of courses offered at the University leading to the awards of other bodies. The style of certificate or record of achievement shall follow the conventions of the awarding body.
- 12 Certificates shall be posted by Recorded Delivery or International Recorded Delivery to the address recorded on the Student Record System as the permanent home address of the student in question. It is the responsibility of the student to ensure that the information is updated as and when appropriate. Any certificate that is returned by the postal services will be retained until the student contacts the appropriate office to request redelivery.
- 13 In the case of students for whom the Vice-Chancellor has decided to withhold confirmation of an award (see Section C1 Regulation 13), the certificate will be retained and a letter will be sent to the student informing them of this. Once the debt has been confirmed as cleared, the certificate will be sent as in Regulation 7 above.

Other forms of documentation certifying student achievement

- 14 Where a student has not completed the requirements for a full award, a Statement of Credit may be issued which shall certify a student's achievement of credits and shall state the credits gained at each particular level.
- 15 Other than through approved AP(E)L procedures, Statements of Credit may not be accumulated towards an award unless (a) the student is admitted to an approved programme of study or (b) the various modules represented by more than one Statements of Credit include all those required to be completed to fulfil the learning outcomes of a specific course leading to a University award, approved in accordance with the University's Quality Assurance Procedures.
- 16 Statements of Completion and Statements of Attendance may be issued to students who attend short courses, in accordance with the University's Quality Assurance Procedures.
- 17 Transcripts shall be issued to all students other than those on short courses.
- 18 Certificates of exceptional achievement shall be issued to students who demonstrate they have met criteria laid down by Academic Board.

Aegrotat awards

- 19 An Aegrotat may be awarded in respect of any taught course leading to a University award. An Aegrotat shall be awarded where a student has been certified as absent for valid reasons and is unable to complete the course, on the basis of sufficient evidence of the student's performance submitted to an Awards Board. The Aegrotat award is unclassified. In the case of an Aegrotat having been awarded in respect of a classified award, exceptionally a student may subsequently elect to undertake the assessment and qualify for a classified award.

Posthumous awards

- 20 Any award of the University may be conferred posthumously. The normal requirements of the award must be satisfied, except in the case of an Aegrotat award. The award certificate may be accepted on the student's behalf by an appropriate individual.

Summary of types of documentation certifying student achievement

Type of certificate	Definition	Contents
Award certificate	Certifies the achievement of a credit-rated award conferred by an Awards Board	Name of graduate, title and level of award, date of award, signed by the Vice-Chancellor, Chief Executive and Director of Academic Administration
Statement of completion (short course)	Certifies successful completion of a short course in that assessment has been undertaken and passed	Name of participant, name of short course, signed by the Director of Academic Administration and the Head of the department where the course was delivered, being one of: Head of academic department, Registrar of Short Courses Unit, or Director of College of London
Statement of attendance	Certifies participation on a short course	Name of participant, name of short course, signed by the Director of Academic Administration and the Head of the department where the course was delivered, being one of: Head of academic department, Registrar of Short Courses Unit, or Director of College of London
Transcript/ Progress file/ European Diploma Supplement Statement of credit	Records the detail of modules studied, results achieved and credits given	Name of student, title and level of award, modules studied, results achieved by module, credits awarded, name of partner institution (if any), language of instruction (if other than English), signed by the Director of Academic Administration
Certificate of exceptional achievement	Records the achievement of a student who gains exceptional results, within criteria determined by Academic Board	Name of student, title and level of award, nature of achievement, signed by the Director of Academic Administration

Section C
Regulations governing responsibilities of students

Section C1

Regulations concerning enrolment, renewal and termination of enrolment and payment of fees

Acceptance of an offer of a place as a student

- 1 In accepting the offer of a place as a student on a University course, an applicant undertakes to comply with the requirements listed below in Regulations 2 to 7, as a condition of enrolment and of continuation on the course.
- 2 It is the student's responsibility to satisfy such conditions for entry as are specified in the formal offer of a place made to the applicant by the University.
- 3 The student must satisfy any further requirements for enrolment which the Vice-Chancellor or Board of Governors may from time to time make, including the production of evidence to establish full name, date of birth and current address. Students under the age of 18 shall only be admitted when the University has approved the arrangements for provision for such students in the department to which the student is admitted.
- 4 The student shall be bound, from the commencement of their course or from the point of enrolment, whichever is the sooner, by all relevant Regulations, Procedures, policies and codes of conduct applicable to students which may be issued by the Vice-Chancellor, the Board of Governors and the Academic Board from time to time and disseminated to students in a variety of media (see Section B8.1 Regulation 14).
- 5 The student must accept their responsibilities under the Health and Safety at Work Act and any other current safety legislation.
- 6 Every student enrolled on a taught course shall attend tuition (classes) specified for his or her programme of study. The Director of Academic Administration shall be responsible for establishing procedures to monitor attendance and shall terminate a student's enrolment where it is established to the Director's satisfaction that the student is not attending tuition and has no valid reason for not attending.
- 7 The University has the power to set the level of tuition fees to be paid by students enrolled on any of its courses. It may raise or lower these fees. Except where the applicant or student has been exempted formally from payment, the student must pay the fees due, or make arrangements for their payment which are satisfactory to the University (see Regulations 8 – 14 below) by complying with the University's Tuition Fees and Payment Policy.

Payment of fees

- 8 Tuition fees are payable at enrolment in each academic year. In addition the University requires payment of all other fees incurred by the student, such as those for accommodation, nursery/creche facilities, workshop/studio/bench fees, study materials and fees for registration with external bodies.
- 9 At enrolment the student shall pay his or her fees in full (including any charged for AP(E)L assessment), agree an instalment plan with the Finance Department or provide satisfactory evidence that payment for some or all the fees will be made by a Local Education Authority, Student Loans Company or other recognised sponsor(s). The student shall be responsible for paying any portion of the fees not paid by the LEA, SLC or other sponsor(s). The student will be required to sign a Declaration of Fee Payment indicating he or she accepts this responsibility and will pay in full by the required deadline published

annually in the University's Tuition Fees and Payment Policy. In the event that the LEA, SLC or named sponsor(s) fail to pay the fees, as set out in the University's Tuition Fees and Payment Policy, the student shall remain personally liable for paying these fees.

- 10 Students liable for tuition fees exceeding a minimum threshold may be permitted to make arrangements to pay these fees by instalments, as set out in the University's Tuition Fees and Payment Policy. Such arrangements shall be conditional upon the student making the first payment on enrolment and the student having adhered to any instalment agreements entered into in previous years.
- 11 Following warning given in writing by the University, students who have not made satisfactory arrangements for the payment of fees in accordance with the University's Tuition Fees and Payment Policy, or fail to adhere to the agreed arrangements entered into, may have sanctions imposed on them by the Director of Finance or the Director of Academic Administration. Sanctions may vary depending on the amount owed and may include some or all of:
 - Withdrawal of library loan facilities, computer facilities and all other University facilities, and access to University buildings, which may take the form of switching off Smart Cards
 - Deferral of consideration for award conferral by the Awards Board until the debt is paid (see Regulation 14 below)
 - Withholding of invitation to and/or participation in a graduation ceremony where applicable
 - Referral to an external debt collection agency
 - County Court Action (see Regulation 13 below)
 - Exclusion from the University instalment payment plan for fees (see Regulation 10 above) and requirement to pay all outstanding fees in full
 - Permanent or temporary exclusion from the University.
- 12 A student remains liable for all fees due, even if his or her enrolment is terminated before the end of the academic year. At the discretion of the Director of Academic Administration, tuition fees may be refunded or waived, on application by a student who has paid all or part of their fees and subsequently withdrawn or interrupted their studies. Refunds will only be granted where the student has shown that their withdrawal or interruption of studies has been occasioned by exceptional circumstances.
- 13 The University reserves the right to take legal action for the recovery of outstanding fees, court costs, administration fees and lost interest from the date of the transaction (pursuant to sec. 69 of the County Court Act 1984 or similar proceedings provided by UK or foreign legislation) whether or not the debtor is currently a student of the University.
- 14 The Awards Board shall not consider whether a student should have an award conferred on him or her and/or the Vice-Chancellor shall not confirm the conferment of an award by issuing a certificate until the student has paid in full the required fees or has been exempted from so doing (see Section B8.2 Regulation 4).

Enrolment

- 15 A student shall be permitted to complete enrolment only when they have indicated by signing their enrolment form that they accept the conditions set out in Regulations 2 - 7 above.
- 16 Notwithstanding the terms of Regulation 15, the Vice-Chancellor shall have the right to refuse to permit a student to enrol or to re-enrol where, in the opinion of the Vice-Chancellor, it is appropriate to refuse.

- 17 Students who have been excluded on the grounds of a proven allegation of misconduct or academic misconduct considered under the relevant University regulations, or those who have had their enrolment terminated on the grounds of giving false evidence in connection with application or enrolment, shall not normally be permitted to re-enrol.

Continuation as a student

- 18 A student shall renew enrolment for their approved programme of study at the start of each academic year as required by the University.
- 19 Renewal of enrolment shall be conditional on:
- 19.1 the requirements set out in Regulations 3 - 7; and
 - 19.2 the student having cleared all debts from previous years, unless this condition is exceptionally waived by the Director of Finance or the Director of Academic Administration or their nominee; and
 - 19.3 the student having satisfied the requirements for academic progression set down in the relevant scheme or course regulations.
- 20 Subject to Regulations 24 – 31 below a student shall have the right to remain a student until completion of their programme of studies as set out in relevant scheme or course regulations.

Interruption of studies

- 21 Subject to any scheme or course specific regulations and the written approval of the Director of Academic Administration, obtained following consultation with the appropriate academic and/or scheme staff, a student may interrupt their studies (intercalate/intermit) for a period of up to two years consecutively. It is the responsibility of the student to inform the Director of Academic Administration in writing that they are to interrupt their studies. The date of the start of the interruption will be the date of approval by the Director of Academic Administration.

Withdrawal

- 22 A student may withdraw from the University at any point during their studies by informing the Director of Academic Administration in writing of their decision to withdraw prior to the date of withdrawal. The date of withdrawal shall be taken as the date the student's written notification of withdrawal is received by the Director of Academic Administration. The last date of attendance shall normally be calculated from the student's last recorded access to the University. On withdrawal a student must return their ID card to the Department of Academic Administration.
- 23 Withdrawal from the University does not absolve the student of the responsibility to pay fees (see Regulation 12 above). A student who withdraws shall have no right to remain a student or to re-enrol for the same or another course but shall not thereby be prohibited from applying for entry and being enrolled on the same or another course.

Termination of status as a student

- 24 A student's status as a student of the University shall be terminated in the circumstances outlined in Regulations 25 to 31 below.
- 25 If an Awards Board determines that under the relevant scheme regulatory framework or course regulations it is not possible for a student to successfully complete the course on which they are enrolled because of unsatisfactory standards of academic performance (see

Section B8.1 Regulation 13), the student's status as a student shall be terminated. Such persons shall not thereby be prohibited from applying for entry and being enrolled on another course.

- 26 If a student is expelled from the University under the Student Code of Conduct or under the Regulations governing allegations of Academic Misconduct on the part of a student (see Section C3) their status as a student shall be terminated, subject to the student's right of appeal against such a penalty imposed for academic misconduct (see C3.58). A person who has been expelled thus in accordance with Article 70 of the University's Articles of Association shall not normally be permitted to enrol on the same or another course at the University.
- 27 If the Director of Academic Administration determines to his or her satisfaction that a student is not attending tuition and has no valid reason for not attending, the student's status as a student shall be terminated. Such persons shall not thereby be prohibited from applying for entry and being enrolled on the same or another course.
- 28 The Director of Finance or the Director of Academic Administration may terminate a student's enrolment on grounds of debt to the University arising from non-payment of fees (see Regulation 11 above). If such debts are subsequently cleared to the satisfaction of the University without recourse to litigation, such persons may apply for entry and be re-enrolled on the same or another course.
- 29 The Director of Academic Administration shall terminate a student's enrolment on the grounds that the student is shown to have given false evidence in purporting to satisfy the requirements of Regulations 2 – 7. Such persons shall not normally be permitted to enrol on the same or another course.
- 30 If a student has interrupted their studies without the prior approval of the Director of Academic Administration in contravention of Regulation 21, their status as a student shall be terminated. Such a person shall not thereby be prohibited from applying for entry and being enrolled on the same or another course.
- 31 The Vice-Chancellor shall have the right to terminate a student's status as a student for other good cause, where in the opinion of the Vice-Chancellor it is appropriate to do so.

Representations against termination of status as a student

- 32 A student may make representations in respect of termination of enrolment specified in Regulation 25 above in accordance with the Regulations governing Appeals against decisions of Assessment Boards (Section C2). A student may make representations in respect of expulsion on grounds of academic misconduct specified in Regulation 26 above in accordance with the Regulations governing allegations of Academic Misconduct on the part of a student (Section C3) or on grounds of other misconduct specified in Regulation 26 above in accordance with the Student Code of Conduct.
- 33 Where a student's status as a student has been terminated in accordance with Regulations 27 – 31 the student has the right to make a written representation to the Vice-Chancellor within ten working days of the notice of termination. When a written representation has been received the student has the right to elect to attend an interview with the Vice-Chancellor where this representation will be considered.
- 34 The Director of Quality and Standards shall act as secretary to assist the Vice-Chancellor in the conduct of an interview and the recording thereof.

- 35 The secretary shall make arrangements for the Vice-Chancellor to review the written representation or to interview the student making the representation as soon as possible after the representation is received, normally within twenty working days.
- 36 At least six working days before the intended date of an interview the secretary shall inform the student of the time and place at which the representation will be considered. If on one occasion the student provides the secretary with a satisfactory reason for not being able to attend the interview at the time and place notified the secretary shall make such alternative arrangements as seem to him or her appropriate. A student's working commitments shall not normally be accepted as a reasonable ground for granting a request for a re-arrangement. The secretary shall decide whether to make alternative arrangements on a second or subsequent occasion.
- 37 The student shall have the right to be accompanied by a friend at an interview. The student shall inform the secretary at least two working days before the interview whether a friend will be present at the interview and, if so, the name and status of the friend. The student shall be responsible for informing the friend of the time and place of the interview.
- 38 The Vice-Chancellor's consideration of the representation made by the student shall not be invalidated by the absence of the student or the friend if the student has elected to attend an interview and has been given notice of the interview and reasonable opportunity to attend.
- 39 Having considered the student's representation the Vice-Chancellor shall either confirm or rescind the decision to terminate the student's status as a student. The Vice-Chancellor's decision shall be final.
- 40 As soon as is practicable the secretary shall inform the student in writing of the Vice-Chancellor's decision.
- 41 The secretary shall cause a formal record of an interview to be made which shall be signed by the Vice-Chancellor as a correct record of the interview.

Section C2

Regulations governing Appeals against decisions of Assessment Boards

Preamble

- 1 These Regulations are intended to protect students in University examinations and/or course assessment, including APEL assessment, against the possibility of unfair assessment resulting from omission or error on the part of the appropriate University authorities, or from unforeseen circumstances affecting a student. No student appealing under these Regulations, whether successfully or otherwise, shall be treated less favourably than would have been the case had an appeal not been made, except in the case of an appeal made under Regulation 12.2 below when, if a check of the computation reveals that the mark was originally recorded incorrectly, the corrected mark shall be recorded whether it is higher **or lower** than the original mark.
- 2 If the appeal is concerned with the outcome of an assessment grade, progression decision or final award, these are the appropriate Regulations to use. If a student wishes to present a complaint about the University, its courses or services or the individuals concerned in their delivery, the Student Complaints Procedure should be used. In cases which may lead to a delay as a result of confusion over which is the correct procedure to follow, the date of the first enquiry shall be considered to be the date on which the appeal was lodged. Research degree students should use the appeals process outlined in the Research degree Regulations (Section B4 Regulations 112-120).
- 3 An appeal may also be made against any penalty imposed under the Regulations governing allegations of Academic Misconduct on the part of a student, under **those** Regulations.
- 4 'Appeals' below means 'appeals against decisions of Assessment Boards'. 'Assessment Board' means the relevant Awards Board or the relevant Subject Standards Board, depending on the context.

Validity and Invalidity

- 5 An appeal may **not** be made in respect of an academic judgement of the Assessment Board if taken through due process.
- 6 An appeal shall be made, in writing, to the Director of Quality and Standards. Any supporting independent evidence must be attached to the letter. Appeals without any independent supporting evidence will not normally be considered.
- 7 The letter of appeal shall be received within ten working days of the date of the notification to the student of the results of the assessment in respect of which the appeal is to be made.
- 8 The letter of appeal shall state the title and part of the assessment in respect of which the appeal is made, and the month and year in which the assessment was taken.
- 9 The letter of appeal shall specify the grounds for appeal from among those set down in Regulation 12 below.
- 10 The letter of appeal shall be dated and bear the full name, student number and signature of the student. The student shall also provide an address for correspondence.

- 11 An appeal may be made **only** on the grounds that a procedural defect as defined in Regulation 12 below has occurred.
- 12 In all cases of appeal only the following procedural defects may be claimed:
- 12.1 that the Assessment Board failed to assess all work submissible and properly submitted for assessment;
 - 12.2 that there was a computational error in arriving at the student's total marks for the module, level or final award;
 - 12.3 that the assessment instruments for the module, level or course differed in a significant manner from that (those) set out in the module or course specification, approved and revised through due process;
 - 12.4 that the work was not assessed by a properly approved examiner(s);
 - 12.5 that the Assessment Board was not properly constituted;
 - 12.6 that the Assessment Board did not act in accordance with the relevant Regulations and Procedures;
 - 12.7 that the student had been affected by mitigating circumstances/extenuation which prevented him or her from completing the item of assessed work, to which the student was unable, for good reason, to draw proper attention.
- 13 Where a student intends to apply for an appeal under Regulation 12.1 or 12.2 above he or she shall submit an Assessment Query Form to the Department of Academic Administration within ten working days of the notification to him or her of the result concerned. If no response is received from the Department of Academic Administration within twenty working days, the student may make an appeal under these Regulations, subject to Regulations 5 to 12 above.
- 14 When an Assessment Query Form has been properly submitted under Regulation 13 above, the computation shall then be checked by an appropriate person.
- 15 Where the computation of an assessment result has been checked under Regulation 14 and an error in the computation has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.

Stages of an appeal

Stage One

- 16 The Director of Quality and Standards shall check each appeal for validity against the criteria listed in Regulations 5 to 12 above. Any appeals which do not meet the above criteria shall be deemed invalid, and the student shall be informed of this decision at the earliest opportunity.
- 17 The Director of Quality and Standards shall check each valid appeal to see whether there are clear and obvious reasons why the appeal should be upheld. In cases where the Director of Quality and Standards decides that there are clear and obvious reasons he or she shall advise the Assessment Board of the action to be taken.
- 18 In those cases which are based on valid grounds, but where the action to be taken is not clear and obvious, an Appeals Meeting shall be convened to consider whether such appeals should be upheld or dismissed. The membership of an Appeals Meeting shall be a senior nominee of the Director of Quality and Standards, a nominee of the Head of an appropriate

academic department and one other member of the academic staff, from another academic department. An Appeals Meeting shall have delegated authority from Academic Board to reach decisions on whether to uphold or dismiss appeals. The nominee of the Director of Quality and Standards shall provide all written information for the Appeals Meeting, together with an initial assessment of each case. Students have no right to attend Appeals Meetings.

- 19 The Appeals Meeting shall reach a decision based on the student's letter of appeal and the evidence supplied in support of the appeal, together with any additional relevant information which may be supplied at or before the meeting.
- 20 If the grounds for appeal are based on mitigating circumstances/extenuation, the Appeals Meeting shall have regard to the apparent severity of the circumstances, as supported by the independent evidence provided by the student, in reaching its decision.
- 21 After discussing the appeal and evidence fully, the Appeals Meeting shall either uphold or dismiss the appeal unanimously. The nominee of the Director of Quality and Standards shall record the decision and shall inform the appropriate Assessment Board. If there is any case on which the Appeals Meeting cannot reach a consensus, it shall be referred to the Director of Quality and Standards for a final decision, having regard to his or her authority over the interpretation of the Academic Regulations as laid down in the Regulatory Definitions Section of these Regulations.
- 22 If the appeal is upheld, the Director of Quality and Standards shall advise the Assessment Board of the appropriate course of action to be followed, as recommended by the Appeals Meeting.
- 23 The Director of Quality and Standards shall write to the student informing him or her of the outcome of the appeal.
- 24 If an appeal is dismissed and the student believes that the dismissal was not reasonable, then he or she may, under Regulation 25 below, request an opportunity to state his or her case in person, or in writing, before an Appeals Panel, providing that he or she can prove sufficient justification for such a course of action.

Stage Two

- 25 A student's request for an opportunity to state his or her case in person, or in writing, before an Appeals Panel shall be made in writing to the Director of Quality and Standards within ten working days of the student being informed of the outcome of his or her appeal. The Director of Quality and Standards shall decide whether there is sufficient justification in the case for presentation to an Appeals Panel. If the Director of Quality and Standards decides that there is not sufficient justification for presenting the case before an Appeals Panel, he or she shall so inform the student at the earliest opportunity. In the case of new evidence coming to light which, had it been known at the time, may have substantially affected the decision of the Appeals Meeting, the Director of Quality and Standards may refer the case back to a forthcoming Appeals Meeting before or instead of referring the matter to an Appeals Panel.
- 26 The Panel shall be chaired by a governor of the University, not being a member of staff or a student, as someone external to the University. The rest of the membership shall comprise of a representative of the Students' Union and a senior member of the academic staff of the University, from a department other than the one responsible for the module in question or the course on which the student is enrolled, who did not participate in the original Appeals Meeting. The Director of Quality and Standards shall act as secretary to the Panel.
- 27 Once the case has been referred to the Appeals Panel by the Director of Quality and Standards the Panel shall meet within a reasonable period of time upon receiving a written

request by the student. At least six working days before the intended date of the hearing the secretary shall notify the student of the time and place at which his or her appeal shall be heard. The secretary shall supply all relevant documentation and evidence to the Panel.

- 28 If, on one occasion, the student provides the secretary with a satisfactory reason for not being able to attend the hearing, the secretary shall make such alternative arrangements as seem appropriate. The secretary shall decide whether to make alternative arrangements on a second or subsequent occasion. A student's working commitments shall not normally be accepted as a reasonable ground for granting a request for a re-arrangement.
- 29 The student shall have the right to:
- 29.1 be assisted and/or represented by a friend at the hearing; and
 - 29.2 be present when all evidence is given orally at the hearing.
- 30 The student shall, at least two working days before the hearing:
- 30.1 inform the secretary whether a friend will be present at the hearing and, if so, the name and status of the friend; and
 - 30.2 provide a list of witnesses, if any, to give evidence on his or her behalf, indicating the nature of the evidence they are expected to give.
- 31 The student shall be responsible for informing the friend and any such witnesses of the time and place of the meeting of the Appeals Panel.
- 32 The Chair of the relevant Assessment Board (or in his or her absence, his or her nominee) shall, subject to Regulation 33 below, have the right to attend the hearing of evidence by the Appeals Panel; and have the right to make representations in writing and/or in person to the Appeals Panel.
- 33 Subject to Regulation 29 above, the Chair of the Appeals Panel may at his or her absolute discretion determine whether any person not being one of its members or its secretary shall be excluded from any part of its meeting at which evidence is heard from other persons.
- 34 The Appeals Panel may summon to appear before it the Chair of Assessment Board or his/her nominee and any person(s) whom it considers to be material witness(es), and call for any other evidence which it considers to be material.
- 35 The meeting of the Appeals Panel shall have an upper time limit of one hour for each case, of which no more than forty-five minutes shall be for the hearing of evidence. The decisions of the Chair on matters of procedure shall be final.
- 36 Where the student is not present at the time set for the hearing, the Panel shall wait for fifteen minutes and then proceed in the student's absence unless there are reasonable grounds to suggest that the failure to attend is outside the student's control and that, in the interest of fairness, the hearing should be adjourned to a later date.
- 37 The Chair of the Appeals Panel shall open the hearing by reviewing the documentation sent to members under Regulation 27 above, and shall seek from the student such clarification of the grounds for the appeal as may be thought necessary.
- 38 The student or the friend may, in person or by letter, address the Appeals Panel and, if present, may be questioned by members of the Appeals Panel.

- 39 New evidence not notified in advance to the student or the Panel may only be introduced at the discretion of the Panel. Where the Panel is of the opinion that relevant evidence has not been presented but could be presented if the hearing was adjourned, it may adjourn the hearing for such evidence to be made available at a resumed hearing. The Panel should only adjourn a hearing if they are of the opinion that any further evidence which is likely to become available would have a significant impact on the outcome of the hearing.
- 40 The Appeals Panel shall go into closed session to consider its decision. No person other than the members of the Appeals Panel and the secretary shall be present at the closed session of the Appeals Panel. At a closed session, the Appeals Panel shall only consider evidence presented earlier in the proceedings.
- 41 The Appeals Panel shall in its absolute discretion either dismiss the appeal, or uphold the appeal.
- 41.1 Where the Appeals Panel decides to dismiss the appeal, the original decision of the Assessment Board shall stand.
- 41.2 Where the Appeals Panel decides to uphold the appeal, under its delegated authority from Academic Board a final decision on what action is appropriate in the interest of fairness shall also be made.
- 42 The secretary shall make a formal record of the salient points of the proceedings of the Appeals Panel, which shall be signed by the Chair of the Appeals Panel and kept as a correct record of the meeting.
- 43 As soon as is practicable after the hearing, the Director of Quality and Standards shall inform the student, in writing, of the Appeals Panel's decision.
- 44 The Director of Quality and Standards shall provide a written report to the Assessment Board informing them of the Appeals Panel's decision and the action to be taken.
- 45 If a student is still dissatisfied after the Appeals Regulations have been followed to their conclusion, he or she may wish to seek the advice of an independent external adjudicator. He or she should ask the Director of Quality and Standards for assistance in contacting this source of advice.

Provisions applicable to Meetings and Panels

- 46 Where all the members of the Meeting or Panel are not present at the time the proceedings are scheduled to start, the proceedings shall be delayed for a maximum of fifteen minutes, after which the proceedings shall be adjourned.
- 47 Proceedings shall be conducted in private, except that potential members of future Meetings or Panels may attend for training purposes, with the agreement of the student.
- 48 A Meeting or Panel shall have power to refuse to receive evidence which, in its opinion, is irrelevant, whether because it is repetitious of other evidence which has already been given or otherwise.
- 49 A Meeting or Panel shall state the reasons for the decision(s) which it reaches.
- 50 The Vice-Chancellor on behalf of the University, shall have power to re-open any appeal where it appears to him or her that it would be in the interests of justice to do so. When deciding whether to exercise the power to re-open an appeal, the Vice-Chancellor shall have particular regard to the interests of finality and shall not normally exercise this power more than six months after the conclusion of the relevant proceedings.

Section C3

Regulations governing allegations of Academic Misconduct on the part of a student

Introduction

- 1 The purpose of these Regulations is to protect the academic standing of the University and the academic integrity of its awards, for the benefit of both the University and its students, whether past, present or future.
- 2 It is a student's responsibility to familiarise him or herself with the academic conventions and practices applicable to the course on which they are enrolled. It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own and that they observe all rules and instructions governing examinations.

Interpretation

- 3 For the purposes of these Regulations, the term 'academic misconduct' includes all forms of cheating, plagiarism and collusion.
- 4 The following are examples of academic misconduct. These examples are not exhaustive.

Examinations:

- 4.1 Obtaining or attempting to obtain access to an unseen examination or test prior to the start of the examination/test.
- 4.2 The introduction or use of devices of any kind other than those specifically permitted in the rubric of the paper. This would include the possession of unauthorised electronic equipment and the possession of a mobile phone.
- 4.3 Removing any script, paper, or other official stationery (whether or not completed) from the examination room, unless specifically authorised by an invigilator or examiner.
- 4.4 Being party to any arrangement whereby a person other than the candidate represents the candidate in an examination or test.
- 4.5 Communicating, or attempting to communicate with another student or with any third party other than the invigilator/examiner during an examination or test.
- 4.6 Consulting and/or being in possession of crib sheets, revision notes, annotated texts (unless permitted in the rubric of the paper) etc. at any time during an examination or test. This may include texts written on the students' person.
- 4.7 Copying or attempting to copy the work of another student.

Other assessments:

- 4.8 The submission for assessment of material (written, computer-generated, visual or oral) originally produced by another person or persons, without indicating that the material is not the student's own work, such that the work could be assumed to be the student's own. This could include:
 - the use of quotes or close paraphrasing without the use of quotation marks and referencing (plagiarism);

- the use of intellectual data or ideas without acknowledgement;
- copying, summarising or paraphrasing the work of another student or graduate (authorised or otherwise, with or without the permission of the originator);
- commissioning another person to complete work which is then submitted as a student's own work;
- the use of professional essay writing services or work drawn down from the Internet or any other source;
- the representation of work produced in collaboration with another person or persons as the work of a single student;
- the presentation of data in laboratory work, projects etc. based on work purporting to have been carried out by the student but which has been invented, altered or otherwise falsified.
- Offering or making available material for other students to use or pass off as their own whether for profit or otherwise.

4.9 Having obtained special examination arrangements or special consideration for the submission of coursework by making false declarations.

4.10 Attempting to persuade another member of the University (student, staff or invigilator) to participate in any way in actions which would be in breach of these Regulations.

4.11 Being party to, or assisting in, any arrangements which would constitute a breach of these Regulations.

Note:

4.12 It should be borne in mind that possession of prohibited materials within an examination room is an assessment offence in and of itself. Prohibited materials do not have to be of relevance to actual questions on the paper: the issue is whether they relate to the subject of the examination.

Procedures to consider allegations of Academic Misconduct

Examinations

5 If, during an examination, an invigilator believes that a student has committed an offence under these Regulations, he or she shall inform the student, and endorse the student's answer book with his or her initials, the time, and a brief note of the circumstances. Any prohibited material will be removed and retained until the incident has been investigated. The student shall then be permitted to continue, in a new answer book. A written report of the incident shall be made to the Director of Quality and Standards by the invigilator or examiner concerned, as soon as possible and normally within seven working days of the incident. The Senior Invigilator shall, in addition, note the circumstances on the Senior Invigilator Report.

Other Assessments

6.1 Where an internal examiner establishes to their satisfaction that there is sufficient evidence of academic misconduct, they shall provide a written report to the Director of Quality and Standards as soon as possible after the alleged offence has been identified.

6.2 Where an alleged offence is identified by an external examiner, the external examiner shall notify the internal examiner. The internal examiner shall report the incident as specified in Regulation 7 below.

6.3 Where a student makes an allegation of academic misconduct against another student, the student shall report the incident to a member of staff. If the member of staff establishes to their satisfaction that there is sufficient evidence of academic misconduct, they shall provide a written report to the Director of Quality and Standards as soon as possible after the alleged offence has been identified.

- 7 The report shall:
- 7.1 in the case of an allegation relating to an examination, state the time and date when, and the place where, the academic misconduct is alleged to have occurred; and, in the case of an allegation relating to coursework, the date when the internal examiner identified reasonable grounds for the allegation of academic misconduct;
 - 7.2 specify the full name and the student number of the student to whom the allegation relates;
 - 7.3 be in writing and signed by the person making it;
 - 7.4 state the evidence on which the allegation is based and, be accompanied by any relevant evidence which is available.
 - 7.5 provide details of the assessment including the coursework or examination questions, the weighting of the item of assessed work and any information provided to students concerning academic conventions and practices.
- 8 Where an alleged offence has been identified and a report has been made in accordance with Regulation 7 above, the Director of Quality and Standards shall notify the student of the alleged misconduct. This notification shall be sent to the student prior to the promulgation of the module results for the relevant semester for which the offence has alleged to have been committed. Where this is not possible for unforeseen reasons, the student shall be notified as soon as possible after the publication of results. Notification shall include:
- 8.1 a copy of the report and any evidence in support of the alleged academic misconduct;
 - 8.2 the penalty in accordance with the table in Regulation 51 below (and where appropriate Regulation 44 below) for the nature and extent of the academic misconduct. Where the table in Regulation 51 below does not prescribe a penalty for the type of misconduct or where there is ambiguity the student will not be notified of a penalty, but shall be asked to elect for either an oral hearing or one by way of written representations.
 - 8.3 a copy of these Regulations;
 - 8.4 a copy of the Procedural Form.
- 9 The student shall, within ten working days from the date of receiving the notification of the alleged academic misconduct, complete, sign and return the Procedural Form attaching any supporting evidence, to the Director of Quality and Standards. In the Procedural form the student shall clearly state whether he or she:
- 9.1 accepts the penalty as notified in Regulation 8.2 above. In this case the student is deemed to have accepted the allegation and the penalty notified to the student will automatically be imposed.
 - 9.2 accepts the allegation but wishes to make representations in writing on any penalties to be imposed; or,
 - 9.3 disputes the allegation and requests that the case be considered by way of written representations; or,
 - 9.4 disputes the allegation and elects for the case be considered by an oral hearing.

- 10 A student who disputes the allegation shall, in the Procedural Form identify and explain the reasons which form the basis of the case upon which he or she is relying and attach any supporting evidence.
- 11 A student who does not respond to the allegation, or whose response does not identify the reasons for disputing the allegation shall be deemed to have accepted the allegation and the penalty notified to the student in Regulation 8.2 above shall be automatically imposed.
- 12 A student who elects to have their case considered by way of written representations must include in their response any representations as to any penalties to be imposed, if the allegation is substantiated.
- 13 Any submission by a student, whether made by the student or by a witness for the student, shall be signed by the person making it.
- 14 Where a student accepts the penalty under Regulation 9.1 above, or does not respond or identify reasons for disputing the allegation under Regulation 11 above, the Director of Quality and Standards shall, at the earliest opportunity, confirm in writing to the student that the notified penalty (Regulation 8.2 above) has been imposed.

Panel composition and role

- 15 The Director of Quality and Standards shall appoint two members of senior academic staff and assign one member as Chair, to investigate all allegations whether by oral hearing or those by way of written representations. The Director of Quality and Standards shall act as secretary to the Panel.
- 16 No person shall be eligible to be a member of the Panel who has:
 - 16.1 any responsibility for the teaching or assessment of the module in question; or,
 - 16.2 been involved in a previous hearing of the same allegation or a previous hearing involving the same student. (This does not apply to procedures to consider new evidence in accordance with Regulations 52-57 below)
- 17 The Director of Quality and Standards shall supply all relevant documentation and evidence to the Panel.
- 18 The Panel shall meet to consider whether an allegation is substantiated and determine what penalties, if any, are to be imposed.

Procedures for considering allegations by way of written representations

- 19 Members of the Panel, acting individually, may consider the representations, but the Panel must deliberate together before any decision is made.
- 20 The Panel must first confirm whether the student accepts or disputes the alleged academic misconduct.
- 21 Where the student accepts the allegation, the Panel shall deem the allegation substantiated and determine what penalties, if any, are to be imposed, having due regard to Regulations 41-51 below and the representations by the student as to any penalties to be imposed.
- 22 The Panel may only adjourn if they are of the opinion that any further evidence, which is likely to become available, would have a significant impact on the outcome of the hearing.

In such cases the Director of Quality and Standards shall notify the student of the adjournment.

- 23 Where the student disputes the allegation, the Panel shall review the student's written response and supporting evidence. The Panel shall then determine whether the evidence presented clearly substantiates academic misconduct by the student, as defined by Regulation 4 above. If the allegation is substantiated the Panel shall consider what penalties, if any, are to be imposed, having due regard to Regulations 41-51 below and any representations as to any penalties to be imposed.
- 24 The Director of Quality and Standards shall notify the student in writing with the decision of the Panel normally within fifteen working days from the receipt of the student's completed Procedural Form.

Procedures for oral hearings

- 25 The Panel shall meet within a reasonable period of time upon receiving a written request for an oral hearing by the student. At least six working days before the date of the hearing the Director of Quality and Standards shall notify the student of the time and place at which the hearing will take place and the names of any witnesses to be called.
- 26 If on one occasion the student provides the Director of Quality and Standards with a satisfactory reason for not being able to attend the hearing, the Director of Quality and Standards shall make such alternative arrangements as seem appropriate. The Director of Quality and Standards shall decide whether to make alternative arrangements on a second or subsequent occasion. A student's working commitments shall not normally be accepted as a reasonable ground for granting a request for a re-arrangement.
- 27 Where the request for a re-arrangement is not granted, the student shall be notified accordingly; and the hearing shall then proceed as originally arranged, whether or not the student attends.
- 28 The student shall have the right to be assisted by a friend at the hearing. (See definition of 'friend' in Section A3)
- 29 The student shall inform the Director of Quality and Standards at least two working days before the hearing:
 - 29.1 whether a friend will be present at the hearing and, if so, the name and status of the friend; and,
 - 29.2 provide a list of witnesses, if any, to give evidence on his or her behalf indicating the nature of the evidence they are expected to give.
- 30 The student shall be responsible for informing the friend and any such witnesses of the time and place of the hearing.
- 31 Where the student is not present at the time set for the hearing, the Panel shall wait for fifteen minutes and then proceed in the student's absence unless there are reasonable grounds to suggest that the failure to attend is outside the student's control and that in the interest of fairness the hearing should be adjourned to a later date.
- 32 The Chair shall first confirm that the student and the Panel have received all of the documentation and ask the student to confirm the grounds on which he or she disputes the allegation as stated in the Procedural Form.

- 33 The Chair shall review all the evidence relevant to the allegation and invite any witnesses previously notified to the student under Regulation 25 above.
- 34 The student shall then make a statement outlining his or her defence and shall call any witnesses previously notified under Regulation 29.2 above and present all the evidence relevant to his or her defence.
- 35 The Panel, the student and the friend may question any witness who has given evidence.
- 36 New evidence, which may include the presentation of oral evidence, not notified in advance to the student or the Panel may only be introduced at the discretion of the Chair.
- 37 Where the Panel is of the opinion that relevant evidence has not been presented but could be presented if the hearing was adjourned, it may adjourn the hearing for such evidence to be made available at a resumed hearing. The Panel should only adjourn a hearing if they are of the opinion that any further evidence which is likely to become available would have a significant impact on the outcome of the hearing.
- 38 When all the relevant evidence has been heard, the Chair shall make a preliminary statement and summarise the evidence given. The student may also make a final statement on which the Panel may question the student further. The Panel shall then go into closed session to consider its decision.
- 39 The Panel shall determine whether the evidence presented clearly substantiates academic misconduct by the student, as defined by Regulation 4 above. The Chair shall invite the student to return and inform the student whether the allegation has been substantiated. If substantiated, the student shall be given the opportunity to make representations against any penalties to be imposed.
- 40 If the allegation is substantiated the Panel shall go into closed session again to consider what penalties, if any, are to be imposed, having due regard to Regulations 41-51 below and any representations as to any penalties to be imposed. The Chair shall then invite the student to return and inform the student of the Panel's decision.

Penalties

- 41 Whether considering an allegation presented by way of written representations or in an oral hearing, a Panel shall impose a penalty which, in its opinion is fair, having regard to all the circumstances of the case, and to the purpose of these Regulations and the table in Regulation 51 below. When considering the fairness of any penalties to be imposed, a Panel shall have regard to the relative severity resulting from the application of a penalty on an individual student. Where a Panel deems that the application of a prescribed penalty within Regulation 51 would unfairly disadvantage an individual student compared to other students on whom the same penalty has been imposed, a Panel may exercise its discretion **only** to ensure equity of treatment. The modification of any penalty shall take the form of a recommended action to the Chair of the Assessment Board, including a statement of the grounds for the recommendation.
- 42 Where a student has presented representations as to any penalties to be imposed for their academic misconduct, the Panel shall take this into account. In the case of serious mitigating factors the Panel may reduce the penalty to be imposed, normally by one penalty level.
- 43 Where a student has previously been found to have contravened these Regulations or their predecessors, no member of the Panel shall be made aware of this fact unless and until the Panel finds that the present allegation has been substantiated; except that where a student relies on his or her good character, the Panel shall be advised of any previous finding that the student has contravened these Regulations or their predecessors.

- 44 Where a student has previously received a penalty under these Regulations, the appropriate penalty will normally be one penalty level more severe than that suggested in the table in Regulation 51 below, or one penalty level more severe than the previous penalty imposed, whichever is more severe.
- 45 Where a Panel decides that expulsion is the appropriate penalty, the penalty shall not take effect unless and until the Vice-Chancellor confirms the decision.
- 46 Before deciding whether to confirm a decision to expel a student, the Vice-Chancellor shall consider a report from the Director of Quality and Standards summarising the evidence and other relevant material presented to the Panel.
- 47 The Vice-Chancellor shall decide whether to confirm a decision to expel a student normally within seven working days from the date on which he or she is notified of the Panel's decision.
- 48 Where the Vice-Chancellor decides not to confirm the decision to expel the student from the University, the case shall be referred back to the original panel along with the Vice-Chancellor's recommendations. The Panel shall impose a lesser penalty or otherwise act in accordance with the Vice-Chancellor's recommendations.
- 49 The decision of the Vice-Chancellor shall be reported to the Director of Quality and Standards who shall notify the student as soon as it is reasonably practical to do so, and in any event normally within seven working days from the making of the final decision.
- 50 Where academic misconduct has been substantiated for a student who has completed his or her studies and on whom a final award has been conferred, the most serious penalty that may be applied shall be withdrawal of the relevant final award previously conferred on the student.
- 51 The penalties available are set out in the following table.

Regulation 51

This section is to be read in conjunction with the Penalties section, Regulations 41-51

For very minor cases of Academic Misconduct, which are not listed in the table below, the academic department concerned shall counsel the student. All other cases of alleged academic misconduct must be lodged in accordance with Regulations 5-7 of these Regulations.

Penalty 1:	Reprimand, a formally recorded warning kept on the student's record.
Penalty 2:	Failure in item of assessed work, with resit right. A mark of zero will be recorded for the item of assessed work.
Penalty 3:	Failure in the module, without resit right. The student must register for the same or an alternative module.
Penalty 4:	Failure in the module, without resit right (the student must register for the same or an alternative module) and suspension for 1 semester commencing at the start of the next full semester.
Penalty 5:	Failure in the module, without resit right (the student must register for the same or an alternative module) and suspension for 2 semesters commencing at the start of the next full semester.
Penalty 6:	Expulsion. NB – “module” = module or equivalent

51.1 Examinations or tests

Type of academic misconduct		Penalty to be imposed
51.1.1	A reprimand will be issued where the Panel substantiates academic misconduct and the seriousness of the mitigating factors justifies a reduction in the penalty from Penalty level 2 to Penalty 1.	Penalty 1
51.1.2	Removing any script, paper, or other official stationery (whether completed or not) from the examination room, unless specifically authorised by an invigilator or examiner.	Penalty 2
51.1.3	Introduction or use of devices of any kind other than those specifically permitted in the rubric of the paper.	Penalty 2
51.1.4	Communicating with another student or with any third party other than the invigilator/examiner during an examination or test.	Penalty 2
51.1.5	Having obtained special examination arrangements by making false declarations.	Penalty 3
51.1.6	During an examination or test, copying or attempting to copy the work of another student, whether by overlooking his or her work, asking him or her for information, or by any other means.	Penalty 3
51.1.7	Possession of crib sheets, revision notes etc. at any time during an examination or test.	Penalty 4
51.1.8	Obtaining access to an unseen examination or test prior to the start of an examination/test.	Penalty 4
51.1.9	Attempting to persuade another member of the University (student, staff or invigilator) to participate in actions which would breach these Regulations.	Penalty 5
51.1.10	Taking into an examination a pre-written examination script for submission and exchanging it for a blank examination script.	Penalty 5
51.1.11	Being party to any arrangement whereby a person other than the candidate represents, or intends to represent, the candidate in an examination or test.	Penalty 5
51.1.12	A penalty of expulsion shall be applied where a student has previously received a Penalty 5 under these Regulations (refer Regulation 44) or where multiple allegations are made within one semester that each individually equate to Penalty 5.	Penalty 6
51.1.13	Being party to any other arrangement that would constitute a breach of these Regulations.	Penalty will correspond to the nature of the offence and will be in accordance with penalties outlined for each of the above

51.2 Coursework

Sources of academic misconduct in coursework can include fellow students, published sources including the Internet, essay banks and other commissioned and uncommissioned sources.

Type of academic misconduct		Penalty to be imposed
51.2.1	A reprimand will be issued where the Panel substantiates academic misconduct and the seriousness of the mitigating factors justifies a reduction in the penalty from Penalty level 2 to Penalty 1.	Penalty 1
51.2.2	Use of quotes or close paraphrasing without the use of quotation marks and referencing, where the student has cited the plagiarised material in the bibliography.	Penalty 2
51.2.3	Making available work that can be passed off or presented as the work of another student	Penalty 2
51.2.4	Having obtained special consideration for the submission of coursework by making false declarations.	Penalty 3
51.2.5	Representation of work produced in collaboration with another person or persons as the work of a single student.	Penalty 3
51.2.6	Isolated use of quotes or close paraphrasing without the use of quotation marks and referencing, where the student has not cited the plagiarised material in the bibliography.	Penalty 3
51.2.7	The presentation of data in laboratory work, projects etc. based on work purporting to have been carried out by the student but which has been invented, altered or falsified.	Penalty 4
51.2.8	Prevalent use of quotes or close paraphrasing without the use of quotation marks and referencing, where the student has not cited the plagiarised material in the bibliography.	Penalty 4
51.2.9	Taking without permission another student's work and submitting it as the student's own work (where the originator is not denied the opportunity of submission).	Penalty 4
51.2.10	Commissioning another person to complete work, which is then submitted as a student's own work. This could include the use of professional essay writing services or essay banks.	Penalty 5
51.2.11	Stealing another student's work and submitting it as the student's own work (where the originator is denied the opportunity of submission).	Penalty 5
51.2.12	Attempting to persuade another member of the University (student or staff) to participate in actions which would breach these Regulations.	Penalty 5
51.2.13	A penalty of expulsion shall be applied where a student has previously received a Penalty 5 under these Regulations (refer Regulation 44) or where multiple allegations are made within one semester that individually equate to Penalty 5.	Penalty 6
51.2.14	Being party to any other arrangement that would constitute a breach of these Regulations.	Penalty will correspond to the nature of the offence and will be in accordance with penalties outlined for each of the above

Please note that Regulation 51 is subservient to the undergraduate and postgraduate regulatory frameworks.

Procedures to consider new evidence

- 52 A student may request that the original Panel consider new evidence where new evidence has to come light since the original hearing which could have substantially affected the outcome of the original decision, and where it would not have been reasonable for the student or any Panel member to be aware of this evidence.
- 53 A request shall only be considered if:
- 53.1 it is made in writing to the Director of Quality and Standards within ten working days of the letter informing the student of the decision; and,
 - 53.2 it specifies and provides new evidence, which could have substantially affected the outcome of the original hearing; and,
 - 53.3 it is signed by the student.
- 54 Where it can be shown that the student or any Panel member should reasonably have been, or was, aware of the evidence at the original hearing then a request for a review shall be denied.
- 55 Where the Director of Quality and Standards deems a request for a review be valid, the new evidence shall be referred back to the original Panel to be reconsidered in the same manner as the student elected to have the original allegation considered i.e. by written representations or orally.
- 56 Where the Panel agree that considering the new evidence by written representations would not be in the interests of fairness, the Chair shall request that an oral hearing be convened.
- 57 The procedures for a review shall follow those of written representations or oral hearings, except that the Panel shall determine whether:
- 57.1 the new evidence in conjunction with any evidence already presented clearly substantiates academic misconduct by the student, as defined by Regulation 4 above; or,
 - 57.2 the new evidence in conjunction with any evidence already presented demonstrates evidence of mitigating factors, which may alter the penalty originally imposed, as set out in Regulation 42 above.

Procedures for Appeals against Panel decisions

- 58 A student may only appeal on the following grounds:
- 58.1 that that there has been a procedural defect, other than one for which the student is responsible, resulting in substantial unfairness to the student; or,
 - 58.2 that the evidence of alleged misconduct was insufficient to substantiate the allegation; or,
 - 58.3 that a penalty of suspension or expulsion was imposed.
- 59 An appeal shall only be considered if:
- 59.1 it is made in writing to the Director of Quality and Standards within ten working days of the letter informing the student of the decision; and,

- 59.2 it specifies the grounds and explains the reasons which substantiate the grounds of appeal; and,
- 59.3 it is signed by the student; and,
- 59.4 it states whether the student wishes, if the request is deemed valid, to have the appeal considered by way of written representations or orally.
- 60 Any appeal that does not meet the above criteria will be deemed invalid, and the student will be informed of this decision at the earliest opportunity.
- 61 Where the Director of Quality and Standards deems a request for an appeal valid on the grounds of Regulations 58.1 or 58.2 above, a new Panel shall be appointed, in accordance with Regulations 15-17.
- 62 Where an appeal is lodged on the ground of Regulation 58.3, the request shall be deemed valid in accordance with Article 70 of the University's Articles of Association. In such cases the Director of Quality and Standards shall appoint an Appeals Panel comprising of:
- 62.1 one governor not being a member of staff or student as Chair;
- 62.2 one senior academic from a department other than one responsible for the teaching or assessment of the module in question;
- 62.3 one representative from the Students' Union, appointed by the Students' Union President.
- 63 The procedure for an appeal shall be by way of re-hearing and shall follow the procedures for consideration of written representations for written appeals and those of oral hearings for oral appeals, except that the Appeals Panel shall determine whether the student's ground of appeal can be clearly substantiated.
- 64 Where a student does not state a preference for the manner in which the appeal is to be considered under Regulation 59.4 above, the appeal shall proceed by way of written representations.
- 65 Where the Appeals Panel considers that an appeal by way of written representations would not be in the interests of fairness, the Chair shall request that an oral appeal hearing be convened.

Options available to an Appeals Panel

- 66 An appeal may be allowed in whole or in part, or may be dismissed.
- 67 Where the Appeals Panel determines that the student's ground of appeal has led to an obvious unfairness to the student and they consider that it would be in the interest of fairness, the original penalty may be set aside or modified. Where the Appeals Panel determines that the student's ground of appeal has not led to obvious unfairness to the student the original penalty shall stand.

Provisions applicable to Panels and Appeals Panels

- 68 Where all the members of the Panel are not present at the time the hearing is scheduled to start, the proceedings shall be delayed for a maximum of fifteen minutes, after which the proceedings shall be adjourned.

- 69 Proceedings shall be conducted in private, except that potential members of future Panels may attend for training purposes, with the agreement of the student.
- 70 A Panel shall have power to refuse to receive evidence which, in its opinion, is irrelevant, whether because it is repetitious of other evidence which has already been given or otherwise.
- 71 A Panel shall state the reasons for the decision which it reaches, including any penalties imposed.
- 72 The Director of Quality and Standards shall make a record of the salient points of Panel proceedings, which shall be signed by the Chair and kept as a correct record of the hearing.
- 73 As soon as is practicable after the meeting the Director of Quality and Standards shall inform the student, in writing, of the decision.
- 74 The Vice-Chancellor on behalf of the University, shall have power to re-open any hearing or appeal where it appears to him or her that it would be in the interests of justice to do so. When deciding whether to exercise the power to re-open a hearing or an appeal, the Vice-Chancellor shall have particular regard to the interests of finality and shall not normally exercise this power more than six months after the conclusion of the relevant proceedings.

Appendix D1

Procedures concerning the terms of reference of Assessment Boards and the Research Degrees Committee

- 1 **Preamble**
 - 2 **Assessment Boards**
University Awards Board
Undergraduate Awards Board/s
Postgraduate Awards Board/s
Subject Standards Boards
 - 3 **Research Degrees Committee (which acts as an Awards Board and Subject Standards Board for research degrees)**
-

Preamble

Assessment Boards

- 1 The governing Academic Regulations are B8.1 Regulations 4 to 7 and 57 to 79.
- 2 There are two categories of Assessment Board acting on behalf of Academic Board.
 - 2.1 *Awards Boards* have delegated authority to confer the University's awards. The University Awards Board will take responsibility for the conferment of awards for all taught courses in the University save where a course is not in a scheme or is subject to a different assessment timescale or the participation of a professional body. In many instances, collaborative provision will require an Awards Board which is separate from the University Awards Board. In this instance a postgraduate or undergraduate awards board is established or where the number of students is very small a Subject Standards Board may also act as an Awards Board by adopting the relevant terms of reference in this appendix.
 - 2.2 *Subject Standards Boards* are charged with confirming marks, setting and monitoring academic standards and coordinating the setting and marking of students' work. All approved Module Internal Examiners and Subject Standards Examiners (external examiners) in a subject area are members of the relevant Subject Standards Board. Other internal examiners who mark students' work also have the right of membership of the relevant Subject Standards Board. Subject Standards Boards are normally organised departmentally relating to identifiable subject areas, in consultation with the Director of Quality and Standards and the Director of Academic Administration and confirmed by the University Awards Board. Postgraduate Subject Standards Boards will normally meet separately from undergraduate Subject Standards Boards. Subject Standards Boards are administered by the Department of Academic Administration in respect of the meetings which confirm students' marks and by the department for all other meetings.
 - 2.3 For research degrees, the Research Degrees Committee acts as an Awards Board and Subject Standards Board (see section B4 of the Academic Regulations).

2.4 The AP(E)L Board can also act as a Subject Standards Board (see section B6 of the Academic Regulations.)

- 3 Individual marks for a module, coordinated by the appointed Module Internal Examiner, are confirmed by Subject Standards Boards. The Chairs of Subject Standards Boards sign to verify that the module marks are accurate. Marks thus verified cannot be changed by an Awards Board. It is the ultimate responsibility of Heads of Department to ensure the return of marks by the requisite deadline to the Department of Academic Administration who will present them to the Assessment Boards. Heads of Department may appoint an Assessment Coordinator to assist them with this task.
- 4 The Chair, Vice-Chair and Internal Module Examiners are appointed by the Quality and Standards Committee on behalf of Academic Board. Under procedures set out in the Quality Assurance Handbook, the Examiners Group considers nominations for appointment from Heads of Department and reports them to the University Quality and Standards Committee. Subject Standards and Awards Examiners (the two types of external examiner) are appointed by the Quality and Standards Committee on the recommendation of the Examiners Group.
- 5 Heads of Department are responsible for notifying the Quality Unit Leader or his or her nominee in the Quality Unit of any new nominations to Awards Boards and Subject Standards Boards.
- 6 Heads of Department are responsible for appointing internal examiners, (other than the coordinating Internal Module Examiners) who have authority to mark students' work. Such internal examiners have a right of membership of a Subject Standards Board. Heads of Department are responsible for maintaining a current list of such internal examiners and publishing it within a department and forwarding it to the Department of Academic Administration.
- 7 The University and other Awards Boards shall be properly constituted when conferring awards and shall observe the quorum rules at the end of the terms of reference which follow. Consent forms ratifying the decisions of Awards Boards, including those generated by Chair's action, shall be signed by the Chair and at least one Awards Examiner. In respect of decisions of Awards Boards, Chair's action should be kept to a minimum and there should be explicit delegation to the Chair through a quorate meeting of an Awards Board. If, exceptionally, there is no such delegation, the Chair may take decisions on conferment where the scheme regulatory framework or course regulations make the decision unambiguous. Where the decision is not automatic, the Chair shall consult the Vice-Chair or two other members of the Awards Board and an Awards external examiner and may then arrive at a decision.
- 8 Subject Standards Boards receive reports on decisions on valid mitigating circumstances affecting the marks for individual students at module level, administered at the level of the course or scheme, but shall confine themselves to academic decisions. In circumstances where a student is unlikely to complete a course, Awards Boards may confer an Aegrotat award or a specific award in exceptional circumstances where sufficient evidence exists, in accordance with section B8.1 of the Academic Regulations.
- 9 Although they meet as full boards for certain purposes, Subject Standards Boards do not need to meet as full boards to carry out every task within the full range of their cyclical duties. They may delegate to individuals and groups from among their membership. At the first meeting of the year, an explicit scheme of delegation of tasks is published.
- 10 The University Awards Board monitors assessment policy and academic standards. Subject Standards Boards are responsible for reporting to the Quality and Standards Committee and the University Awards Board on the attainment of academic standards

once a year through departmental quality assurance mechanisms to the University Awards Board, the Quality and Standards Committee and Academic Board. Heads of Department are responsible for ensuring the effectiveness of this reporting mechanism. Periodically, Subject Standards Boards contribute to the process of subject level review, as set out in the University's Quality Assurance Handbook.

Research Degrees Committee

- 11 The Research Degrees Committee acts as an Awards Board for research degrees. Its members are appointed by the Research and Development Committee.

Course Committees (see Appendix D2)

- 12 Course Committees, the terms of reference of which are in Appendix D2, are forums for discussion of the general operation of courses and student evaluation. They relate to specific courses and are chaired by course leaders who are accountable to subject leaders or directly to Heads of Department for the management of the relevant courses.
- 13 Course Committees are not Assessment Boards and have no power to confer awards. However, cross-membership between Course Committees and Subject Standards Boards is likely to be extensive.

Collaborative provision

- 14 The principles above are the same for collaborative provision except where the contract varies the arrangements. However, the timetable for assessments, reporting and annual monitoring may not be the same and explicit timescales will be agreed.

Terms of Reference of the University Awards Board

- 1 The University Awards Board is an Assessment Board for all the University's taught courses³, responsible to the Academic Board and the Board of Governors for the conduct of student assessment in the University. It shall have delegated power from the Board of Governors and Academic Board to confer awards on individual students, to monitor academic standards and assessment policy, to confirm the configuration of Subject Standards Boards and to receive reports from them. It shall report at least once a year to Academic Board and the Board of Governors (or a standing committee of the Board of Governors). It shall operate within the University's Academic Regulations and Procedures and guidelines determined from time to time by the Academic Board. It is the responsibility of the appointed Chair to ensure the effective operation of these arrangements.
- 2 On the basis of marks confirmed by Subject Standards Boards, the Board shall have the responsibility to determine, in accordance with the relevant University Awards framework (section B7 of the Academic Regulations), scheme regulatory framework, or relevant heritage regulations, whether:

Undergraduate courses

- 2.1 a student shall be awarded one of the following: Foundation Award, University Certificate, University Certificate (Work-based Learning), Graduate Certificate or Certificate of Higher Education or Certificate of Higher Education (Foundation Degree) or other approved award at level C;
- 2.2 a student shall be awarded one of the following: University Diploma, University Diploma (Work-based Learning), Higher National Certificate, Higher National Diploma, Diploma of Higher Education or Diploma of Higher Education (Foundation Degree) or Degree without Honours or other approved award at level I;
- 2.3 a student shall be awarded one of the following: Advanced Diploma (Work-based Learning), Liberal Studies Diploma, Degree with Honours, First Class, Upper Second Class, Lower Second Class or Third Class; or a Graduate Conversion Diploma or other approved award at level H;
- 2.4 a student shall be awarded a Certificate of Proficiency or a Professional Development award at any undergraduate level;
- 2.5 a student shall be awarded an Aegrotat;
- 2.6 a student's award shall be with Distinction or Merit;
- 2.7 on the written recommendation of the course leader or scheme executive member or their nominee, a student shall be counselled to leave the course or recommended for termination of enrolment if it is not possible for the student to achieve any award within the relevant regulations.

Postgraduate courses

- 2.8 a student shall be awarded one of the following at M level: the Postgraduate Certificate, the Postgraduate Diploma, the Master's degree;

³ During 2004-05 consideration will be given to including research degrees within the remit of the Awards Board.

- 2.9 a student shall be awarded a professional development or other approved award at M level;
- 2.10 a student shall be awarded an Aegrotat;
- 2.11 a student's award shall be with Distinction or Merit;
- 2.12 on the written recommendation of the course leader or scheme executive member or their nominee, a student shall be counselled to leave the course or recommended for termination of enrolment if it is not possible for the student to achieve any award within the relevant regulations.

Assessment policy and standards monitoring

- 3 The Board shall consider matters of assessment policy and make recommendations to Academic Board.
- 4 The Board shall consider the annual reports of Subject Standards Boards on the maintenance of academic standards in their subject areas.
- 5 At least once a year, the Board shall conduct a systematic audit of the outcomes of assessments and make a report to Academic Board and the Board of Governors on the maintenance of academic standards.
- 6 If it cannot reach a consensus, the Board may decide by a majority vote on any matter within its terms of reference.
- 7 The Board may advise the Academic Board and the Board of Governors on any other matter which it considers to be relevant to the discharge of its terms of reference.

Membership of the University Awards Board

- 1 The Chair and two Vice Chairs who shall be appointed by Academic Board.
- 2 Up to eight heads or associate heads of teaching departments appointed by the Quality and Standards Committee.
- 3 Up to eight Awards Examiners appointed by the Quality and Standards Committee (for 2004-05 and for review thereafter).
- 4 Up to eight experienced Subject Standards Examiners (Chief Subject Standards Examiners) appointed by the Quality and Standards Committee.

The Director of Academic Administration shall coordinate appropriate staff who shall act as secretaries to the Board and be in attendance to advise the Board and keep the record of meetings in accordance with procedures approved by Academic Board from time to time.

At any meeting where awards are conferred on students, the quorum of an Awards Board is one third of the membership, including at least one Awards Examiner. All or any of the examiners may be part of the quorum and participate fully in a meeting of the Awards Board by means of a telephone or communication equipment which allows all persons participating in the meeting to hear each other.

As provided by the Academic Regulations 2004-05, any necessary delegation to the Chair shall be explicitly agreed at a quorate meeting and Chair's action shall be reported to the Board on a subsequent occasion.

Terms of Reference for an Undergraduate Awards Board

- 1 An Undergraduate Awards Board is an Assessment Board for one or more courses which are not within University schemes, responsible to the Academic Board and the Board of Governors. It shall operate within the University's Academic Regulations and Procedures and guidelines determined from time to time by the Academic Board. It is the responsibility of the Head of Department to whose department the relevant course(s) are allocated to ensure the effective operation of these arrangements.
- 2 An Awards Board shall receive reports from Subject Standards Boards on confirmed module marks for those students following undergraduate courses at levels C, I and H as coordinated by Internal Module Examiners through a process of double-marking, sampled by Subject Standards Examiners and confirmed by Subject Standards Boards. These shall be final and definitive module marks. The Awards Board does not have the power to amend individual module marks. The Awards Board does have delegated power from the Board of Governors and Academic Board to confer awards on individual students.
- 3 The Board shall receive a report on decisions on student progression and on valid mitigating/extenuating circumstances.
- 4 The Board shall have the responsibility to determine, in accordance with the relevant University Awards framework (section B7 of the Academic Regulations), scheme regulatory framework, or relevant heritage regulations, whether:
 - 4.1 a student shall be awarded one of the following: Foundation Award, University Certificate, University Certificate (Work-based Learning), Graduate Certificate or Certificate of Higher Education or Certificate of Higher Education (Foundation Degree) or other approved award at level C;
 - 4.2 a student shall be awarded one of the following: University Diploma, University Diploma (Work-based Learning), Higher National Certificate, Higher National Diploma, Diploma of Higher Education or Diploma of Higher Education (Foundation Degree) or Degree without Honours or other approved award at level I;
 - 4.3 a student shall be awarded one of the following: Advanced Diploma (Work-based Learning), Liberal Studies Diploma, Degree with Honours, First Class, Upper Second Class, Lower Second Class or Third Class; or a Graduate Conversion Diploma or other approved award at level H;
 - 4.4 a student shall be awarded a Certificate of Proficiency or a Professional Development award at any undergraduate level;
 - 4.5 A student shall be awarded an Aegrotat;
 - 4.6 a student's award shall be with Distinction or Merit;
 - 4.7 on the recommendation of the course leader or scheme executive member or their nominee, a student shall be counselled to leave the course or recommended for termination of enrolment if it is not possible for the student to achieve any award within the relevant regulations.
- 5 The Awards Board shall amend its decisions at the request of an Appeals Meeting or Appeals Panel in accordance with the *Regulations governing Appeals against decisions of Assessment Boards* (see Section C2 of the Academic Regulations).

- 6 The Board shall receive annual reports from Subject Standards Boards and shall periodically review trends in the pattern of performance and progression of students on courses within its remit.
- 7 If it cannot reach a consensus, the Board may decide by a majority vote on any matter within its terms of reference.

Membership of an Undergraduate Awards Board

- 1 The Chair and Vice-Chair who shall be appointed by the Quality and Standards Committee.
- 2 The subject leaders and course leaders, appointed by the Head of Department, ex officio.
- 3 Normally at least two Internal Module Examiners, nominated by the Head of Department and appointed by the Quality and Standards Committee.
- 4 Awards Examiner(s), appointed by the Quality and Standards Committee, the number of such examiners to be approved within the course regulations or course regulatory schedule.

The Director of Academic Administration shall coordinate appropriate staff who shall act as secretaries to the Board and be in attendance to advise the Board and keep the record of meetings in accordance with procedures approved by Academic Board from time to time.

At any meeting where awards are conferred on students, the quorum of an Awards Board is one third of the membership or five people, whichever is the greater, including at least one Awards Examiner. All or any of the examiners may be part of the quorum and participate fully in a meeting of the Awards Board by means of a telephone or communication equipment which allows all persons participating in the meeting to hear each other.

Terms of Reference for a Postgraduate Awards Board

- 1 A Postgraduate Awards Board is an Assessment Board for one or more courses which are not within University schemes, responsible to the Academic Board and the Board of Governors. It shall operate within the University's Academic Regulations and Procedures and guidelines determined from time to time by the Academic Board. It is the responsibility of the Head of Department to whose department the relevant course(s) are allocated to ensure the effective operation of these arrangements.
- 2 An Awards Board shall receive reports from Subject Standards Boards on confirmed module marks for those students following postgraduate courses, as coordinated by Internal Module Examiners through a process of double-marking, sampled by Subject Standards Examiners and confirmed by Subject Standards Boards. These shall be final and definitive module marks. The Awards Board does not have the power to amend individual module marks. The Awards Board does have delegated power from the Board of Governors and Academic Board to confer awards on individual students.
- 3 The Board shall receive a report on decisions on student progression and on valid mitigating circumstances.
- 4 The Board shall have the responsibility to determine, in accordance with the relevant University Awards framework (section B7 of the Academic Regulations), the scheme regulatory framework, course regulations or relevant heritage regulations, whether:
 - 4.1 a student shall be awarded one of the following at M level: the Postgraduate Certificate; the Postgraduate Diploma, the Master's degree; Aegrotat;
 - 4.2 a student shall be awarded a professional development or other approved award at M level;
 - 4.3 a student shall be awarded an Aegrotat;
 - 4.4 a student's award shall be with Distinction or Merit;
 - 4.5 on the recommendation of the course leader or scheme executive member or their nominee, a student shall be counselled to leave the course or recommended for termination of enrolment if it is not possible for the student to achieve any award within the relevant regulations.
- 5 The Awards Board shall amend its decisions at the request of an Appeals Meeting or Appeals Panel in accordance with the *Regulations governing Appeals against decisions of Assessment Boards* (see Section C2 of the Academic Regulations).
- 6 The Board shall receive annual reports from Subject Standards Boards and shall periodically review trends in the pattern of performance and progression of students on courses within its remit.
- 7 If it cannot reach a consensus, the Board may decide by a majority vote on any matter within its terms of reference.

Membership of a Postgraduate Awards Board

- 1 The Chair and Vice-Chair appointed by the Quality and Standards Committee.
- 2 The subject leaders and course leaders, appointed by the Head of Department, ex officio.
- 3 Normally at least two Internal Module Examiners and no more than four, nominated by the Head of Department and appointed by the Quality and Standards Committee.
- 4 Awards Examiner(s), appointed by the Quality and Standards Committee, the number of such examiners to be approved within the course regulations or course regulatory schedule.

The Director of Academic Administration shall coordinate appropriate staff who shall act as secretaries to the Board and be in attendance to advise the Board and keep the record of meetings in accordance with procedures approved by Academic Board from time to time.

At any meeting where awards are conferred on students, the quorum of an Awards Board is one third of the membership or five people, whichever is the greater, including at least one Awards Examiner. All or any of the examiners may be part of the quorum and participate fully in a meeting of the Awards Board by means of a telephone or communication equipment which allows all persons participating in the meeting to hear each other.

Terms of reference for a Subject Standards Board (Undergraduate and Postgraduate)

- 1 A Subject Standards Board is an Assessment Board for a clearly delineated group of modules which may contribute to one or more courses, responsible to the Academic Board. It shall operate within the University's Academic Regulations and Procedures and guidelines determined from time to time by the Academic Board. It is the responsibility of the appointed Chair to ensure the effective operation of these arrangements. In the normal course of business the Subject Standards Board may not need to meet as a whole, though it may do so, other than to confirm marks after each semester and resit assessment period, to discuss the provisional Subject Standard Examiners' (external examiners') reports and to undertake the Autumn annual monitoring and standards certification exercise. An explicit scheme of delegation of tasks to individual members or groups of its members shall be published by Subject Standards Boards at the outset of each academic year and reports shall be made to the Boards when tasks are accomplished.
- 2 A Subject Standards Board shall have no power to confer awards on individual students. Rather, it is charged with setting and monitoring the academic standards of the University's awards on behalf of Awards Boards and ensuring coordination of the assessment process of all modules on all courses in a particular subject area.
- 3 In the discharge of these duties, the Subject Standards Board shall be responsible for the following matters, normally on an annual basis:
 - 3.1 Standards-setting: keep under review the assessment scheme and coursework arrangements of modules in accordance with published deadlines;
 - 3.2 Standards-setting: approve examination papers and arrangements, including determination of what books and equipment may be used in the examination room by students; delegate to Internal Module Examiners the approval of individual coursework assignments;
 - 3.3 Standards-setting: approve detailed marking criteria which relate the marks given to the knowledge and skills demonstrated by the students;
 - 3.4 Standards-setting: confirm marks of individual students coordinated by Internal Module Examiners, after a process of double-marking by internal examiners and sampling by Subject Standards Examiners (quorum needed) and make consolidated reports of these marks to relevant Awards Boards; receive reports on academic misconduct;
 - 3.5 Standards-setting: oversee the standing arrangements to assess applicants' prior (experiential) learning and give AP(E)L credit, determine the marks which can be carried forward from applicants' prior learning into their final results, in consultation with the AP(E)L Board, which itself can act as a Subject Standards Board;
 - 3.6 Standards-setting: vary the methods of assessment, as appropriate, for disabled students;
 - 3.7 Standards-monitoring: review with the Subject Standards Examiners their initial comments which will be the basis of their annual report (quorum needed);
 - 3.8 Standards-monitoring: during the course of the annual monitoring cycle (Autumn term) review external examiners' reports and data on trends in the progression and performance of all students in the subject area and provide a consolidated report to

the relevant course leader/s and Awards Board/s (quorum needed); about every five years, make a cumulative report of its findings within Subject Level Review (see the Quality Assurance Handbook);

- 3.9 Standards-monitoring: during the course of the annual monitoring cycle (Autumn term) verify as far as possible, the standard of student performance against national benchmarks and report once a year to the Quality and Standards Committee and University Awards Board, via departmental quality assurance mechanisms, on the attainment of standards in the subject area and certify that they remain appropriate (quorum needed);
- 3.10 Standards-monitoring: on the basis of evidence of student performance and external examiners' reports, review and suggest modifications to the curriculum and assessment scheme, in conjunction with the relevant Course Committee, this to include the assessment of coursework and projects;
- 3.11 Standards-monitoring: consider matters of interest referred to it by Awards Boards.

Membership of a Subject Standards Board

- 1 The Chair, who shall not normally be a course leader, and Vice-Chair nominated by the Head of Department and appointed by the Quality and Standards Committee.
- 2 Internal Module Examiners (who are coordinating internal examiners for modules), nominated by the Head of Department and appointed by the Quality and Standards Committee.
- 3 All other internal examiners (those who have authority to assess students' work and award marks) appointed by the Head of Department.
- 4 Subject Standards Examiners appointed by the Quality and Standards Committee.

At any full meeting of a Subject Standards Board, the quorum is one third of the membership or five people, whichever is the greater, including at least one Subject Standards Examiner. All the examiners may be part of the quorum and participate fully in a meeting of the Subject Standards Board by means of a telephone or communication equipment which allows all persons participating in the meeting to hear each other.

The role and responsibilities of the Research Degrees Committee

The following shall be the constitution and terms of reference of the Research Degrees Committee, established by the Academic Board.

Terms of reference

- 1 To act directly for the Academic Board in all matters pertaining to students for research degrees and cognate awards within the University. The Research Degrees Committee may delegate responsibilities to sub-committees which it may establish, with the exception of its responsibility outlined in paragraph 3 below.
- 2 To ensure that the Research degree Regulations (see Section B4 of the Academic Regulations) of the University are complied with as well as all other decisions made or additional instructions given by the Academic Board pertaining to research degrees.
- 3 Under delegated authority from the Board of Governors and Academic Board, to confer research degree awards on individual students (see Section B8.1 Regulation 5).

Powers and responsibilities

- 4 The Research Degrees Committee and its sub-committees shall act with the following powers:
 - 4.1 to register students for MPhil, for MPhil with possibility of transfer to PhD, or for PhD direct, on approved programmes of work under approved supervision;
 - 4.2 to transfer registration from MPhil to PhD;
 - 4.3 to exercise all other responsibilities for the registration, supervision, mode of study, transfer, suspension and extension of registration which have been delegated to it and to approve examination arrangements;
 - 4.4 to approve examiners and to complete the examination process in respect of individual students by deciding upon the examiners' recommendations; and
 - 4.5 to consider and decide upon requests by students for a review of an examination decision;
 - 4.6 to agree the process, assessment and awards for PhD by prior output, DLitt and DSc; and
 - 4.7 to discuss policy matters related to research degrees.
- 5 The Research Degrees Committee and its sub-committees shall be responsible for:
 - 5.1 the approval of the general arrangements under which the student's research is carried out, including arrangements for academic supervision and postgraduate study and the provision of adequate facilities to enable the student to conduct and complete the research programme in an efficient, safe and ethical manner; and
 - 5.2 approving examination arrangements and for the conduct of the examination.
- 6 The Research Degrees Committee shall ensure that the interests of students are protected; and that the standard of awards is maintained under the University's regulations for research degrees.

Membership

- 7 The membership of the Research Degrees Committee shall be constituted by the Academic Board to ensure:
 - 7.1 appropriate experience of completed research degree supervision;
 - 7.2 appropriate experience of examining research degrees;
 - 7.3 a wide range of research experience and research based publications;
 - 7.4 subject expertise to reflect the range of disciplines in which students are registered as far as is reasonably practicable; and
 - 7.5 familiarity with the University's regulations for research degrees.
- 8 The above implies that:
 - 8.1 a majority of members of the Research Degrees Committee shall have supervised two or more students to successful completion of PhD degrees;
 - 8.2 a substantial proportion shall have had experience of examining research degrees;
 - 8.3 there shall be clear evidence that all members have or are engaged in research activities leading to appropriate outputs; and
 - 8.4 there is sufficient expertise represented on the Research Degrees Committee to ensure that each application can be dealt with appropriately.
- 9 As far as is practicable, the membership of the Committee shall include at least one individual nominated by each department and by each Research Institute. The Committee will aim to achieve subject balance in the membership, while at the same time maintaining the level of research degree supervisory experience.
- 10 No person who is registered for a research degree at this University shall be a member of the Research Degrees Committee.
- 11 The Research Degrees Committee may co-opt up to six members for a period of up to three years, having regard to a balance of disciplines.
- 12 The membership of the Committee, including co-opted members, shall not ordinarily exceed twenty-three (excluding ex officio members).
- 13 Members shall be appointed for a three year period, such that a proportion of the membership shall normally retire at the end of each year. All members shall be eligible for renomination and reappointment.
- 14 To enable it to seek specialist advice, both internally and externally, the Committee shall, as appropriate, invite to its meetings other persons whose expertise is considered valuable to the Committee in its deliberations.
- 15 The quorum shall be one half of the actual membership (including co-options). The Committee shall normally meet on a minimum of three occasions each year.
- 16 The Chair of the Committee shall be nominated by the Vice-Chancellor. The Secretary to the Committee shall be the Head of the Graduate School Office or his/her nominee.

Appendix D2

Procedures concerning the terms of reference of Course Committees

Terms of Reference for a Course Committee (Undergraduate and Postgraduate)

- 1 A Course Committee is advisory to the course leader/s, and to the subject leaders and Heads of Department, for the general operation and management of one or all the undergraduate and/or postgraduate courses in its subject area as distinct from the Subject Standards Boards and Awards Boards which are both Assessment Boards of Examiners concerned with student assessment, the conferment of awards and the setting and monitoring of standards.
- 2 It is the responsibility of the Head of Department to whose department the courses are allocated to ensure the effective operation of these arrangements. The Head of Department will appoint course leaders and module leaders in accordance with approved procedures. Course Committees shall meet at least once a semester.
- 3 There may be one or more Course Committee in a department. No course or module shall be the responsibility of more than one Course Committee. It is likely, but not mandatory, that a Course Committee will mirror the Subject Standards Board structure in a given department.
- 4 The Course Committee shall be responsible for:
 - advising the course leader/s and Head of Department on the general academic policy for the courses, including curriculum and subject development, in the context of the courses as validated;
 - advising the course leader/s and Head of Department on operational and managerial matters including the adequacy of resources for the course;
 - co-ordinating all student feedback procedures and recording their outcomes in respect of the course/s, in liaison with the Students' Union and Student Services, making reports as appropriate to Professional Service Departments before confirming the outcomes and actions; reporting back to students on the actions taken;
 - advising on the provision of subject-specific academic guidance;
 - the receipt and discussion of external examiners' reports (with students' names anonymised), for determination of action on points relating to the quality of the student experience;
 - contributing to the preparation of annual course monitoring reports which form the evidence for Heads of Departments' overviews to be submitted via the departmental quality assurance procedures to the Quality and Standards Committee; in this context, advising Subject Standards Boards on their responsibilities for monitoring standards of performance in the subject area;
 - considering and contributing to the preparation of course-level documentation for annual monitoring (and periodic review), including student feedback, validation, and modifications obtained as part of the review;
 - liaison with other course committees on matters relating to the operation of the courses;

- ensuring that teaching methods, are appropriate to the aims and learning outcomes of the courses and to the module syllabuses of those courses;
 - advisory to Subject Standards Boards, ensuring that examination and assessment methods, are appropriate to the aims and learning outcomes of the courses and to the module syllabuses of those courses;
 - considering any matters appropriate to the undergraduate or postgraduate schemes and, through Heads of Departments, reporting to the scheme executives.
- 5 The Course Committee shall consider such other matters as the committees of the University may require.

Minimum membership of a Course Committee

- 1 the Head of Department
- 2 the course leaders, one of whom shall be appointed chair by the Head of Department
- 3 the chairs of any sub-committees
- 4 the chairs of the relevant Awards Boards and Subject Standards Boards
- 5 all relevant Module leaders and Internal Module Examiners
- 6 other staff with significant teaching responsibilities on the course(s), as appointed by the Head of Department
- 7 advisers responsible for student guidance
- 8 student representatives (StaRS) selected by the students on the course(s), to represent each offering and level of the course(s)
- 9 the relevant subject librarian, nominated by the Director of Systems and Services
- 10 a representative of the computer services staff (where they are associated with the course(s) taught), nominated by the Director of Academic Services
- 11 a representative of the technician staff (where technicians are associated with the course(s) taught), nominated by the Head of Department

Course Committees may include membership categories additional to those specified above.

The membership of any sub-boards must include appropriate cross-membership with the main Course Committees.

The quorum is one third of the membership or five people, whichever is the greater. All or any of the examiners may be part of the quorum and participate fully in a meeting of the Course Committee by means of a telephone or communication equipment which allows all persons participating in the meeting to hear each other.

Where student matters are part of the agenda of the Course Committee, the student representatives shall have responsibility over the handling of that part of the agenda, subject to the overall authority of the Chair.

Appendix D3

Regulations covering the conduct of examinations

Introduction

- 1 Examinations are one of the principal summative assessment instruments employed by the university. These regulations aim to ensure a secure environment for examinations and the fair treatment of all students taking them.

Methods of Assessment

- 2 The methods of assessment employed in a module relate to the learning objectives of the module and/or course on which students are registered. Standard nomenclature used within the University is given below.

Examination Types

- 3 Examinations are invigilated time-constrained assessments, which may one or more be of the following types:
 - 3.1 **Closed:** students shall not bring into the examination room any notes or other supporting material, with the exception of instruments, such as calculators and drawing instruments, specified in the rubric at the head of the question paper.
 - 3.1.1 The use of bilingual dictionaries may be permitted in all examinations except where the specific rubric of the examination paper states otherwise. However, students who wish to use bilingual dictionaries must lodge the dictionary with the Department of Academic Administration no less than 24 hours in advance of the examination after having gained the consent, by the signing of the relevant form, of the module leader.
 - 3.2 **Restricted:** students shall be permitted to make use of certain aids (for example, annotated texts) where these are specified in the rubric at the head of the question paper.
 - 3.3 **Open:** students shall be permitted to bring any materials, including their own notes into the examination room. In such examinations, which shall not normally be set in the same room as closed or restricted examinations, the words 'open examination' shall appear at the head of the paper.
 - 3.4 **Prepared:** students shall be issued with case study or similar material in advance of the examination, which they shall be permitted to bring (annotated) into the examination, to work on an unseen question paper.
 - 3.5 **Seen:** students shall be issued with the examination paper in advance, but are required to take the assessment under time constrained, invigilated conditions.
 - 3.6 **Unseen:** students shall not be issued with the examination paper in advance.
 - 3.7 **Practical:** students shall be required to demonstrate practical skills under time-constrained conditions.

Notification to Students

- 4 A detailed examination timetable shall normally be published by the Department of Academic Administration at least three weeks before the date of the first examination. This may be subject to minor amendments subsequently. The examination timetable shall be published on Department of Academic Administration and Academic Department notice boards, and the University web pages.
- 5 Each examination shall only be scheduled once in a semester or during the late summer examination period. Examinations for modules taught only in the evening may be scheduled during the evening or the day. All other examinations shall be scheduled during the day.
- 6 It shall be a student's responsibility to inform him or herself of the due time and place for each examination, and to present him or herself for examination at the appropriate time.

Production of examination question papers

Responsibility for allocation of duties

- 7 The Head of Department, as senior manager of the academic department, shall be responsible for ensuring that staff have been nominated to undertake all the activities that lie within the Academic Department's remit. He or she shall
 - 7.1 approve arrangements for the drafting of examination question papers
 - 7.2 nominate members of staff to be responsible for setting the question papers
 - 7.3 identify the internal examiners responsible for internal moderation, marking and second marking the completed scripts
 - 7.4 ensure that relevant internal examiner(s), who are not invigilating the examination shall be available at the start of each examination (see reg 54 below).
- 8 The Head of Department shall notify the Director of Academic Administration of the names of staff with responsibilities for the various activities at the start of each academic year.
- 9 External examiners shall see and comment upon all examination question papers prior to the examination, except those at Certificate level and those at sub-degree level which are part of extended degree arrangements (see Section B8.1, Regulations 19 and 23.4). Together with examination papers external examiners shall also receive assessment criteria, marking schemes and/or specimen answers, prepared at the same time by the internal examiner(s).
- 10 A separate question paper shall be produced for each examination for a particular module which is not examined concurrently.
- 11 An exam paper for use during the summer studies/resit period should be set at the same time as the standard examination question paper where a paper requires external moderation to ensure:
 - the two papers can be seen to be of a comparable standard;
 - the pressures involved in producing and moderating examination papers over the summer are avoided;
 - a reserve paper is available in case of emergencies, such as a breach in security.

Contents of the Question Paper

- 12 Questions which have formed part of assessed coursework may not be set in an examination.

Heading and rubric

- 13 The heading of the paper shall be self-explanatory, and shall indicate the module code and title. If the examination is of a type other than 'closed' and 'unseen' this must be indicated in the rubric and any items permitted in the examination clearly specified.
- 14 The rubric shall also indicate the duration of the examination⁴. Reading time shall not be specified separately from the overall time allowed to students.
- 15 Clear instructions shall be provided as to the number of questions to be attempted by students, and whether the student has a free choice, or is required to answer some compulsory questions or to select from certain sections.
- 16 The maximum marks available for each question or part question shall be clearly indicated.

Preparation of examination materials

- 17 Arrangements for the drafting and approval of examination papers must allow sufficient time for the external examiners to perform their consultative role. Draft examination papers shall be typed, internally moderated and submitted to the appropriate external examiner not later than the end of week 9 of the semester. Once external examiners have commented, the final version of the paper shall be submitted to the Department of Academic Administration by the end of week 11 of the semester; the Department of Academic Administration shall be responsible for reproduction of examination papers.
- 18 The relevant academic department shall be responsible for the production of other written materials to be provided for students in addition to question papers - e.g. lists of critical formulae, mathematical or other tables. Such materials shall be mentioned in the rubric of the question paper (see regulation 13 above), and provided to the Department of Academic Administration so that they can be included in the package for the examination.
- 19 The sealed package of question papers shall be stored securely in a room inaccessible to students. One copy of the question paper shall be kept securely in a separate location in the event of fire, etc.
- 20 The Department of Academic Administration shall produce examination answer books for all examinations.

Arrangements for written examinations

- 21 The Director of Academic Administration shall have overall responsibility, on behalf of the Academic Board, for oversight and co-ordination of examinations within the University, for interpretation of the Regulations covering the conduct of examinations, and for specifying the conditions under which examinations are to be conducted (see Section B8.1, Regulation 17).
- 22 The arrangements for written examinations (examinations aside from practical examinations as defined in Regulation 3) shall be in accordance with the procedures

⁴ The length of examinations is determined as part of the university's processes of validation of modules and any amendment to the length of an examination is governed by the processes for changing assessment instruments detailed in the Quality Assurance Handbook.

detailed below, except where the Director of Academic Administration has given specific written approval for an exception to be made. Such approval will normally only be given where the requirements of external examining bodies necessitate alternative provision.

- 23 Examinations, which involve the same question paper, shall commence at the same time. This rule applies equally to courses delivered at the University's collaborative partner institutions, where the same examination may be taking place at different sites.
- 24 Academic Departments have discretion to make their own arrangements for practical examinations within the framework and in line with the principles of these regulations. The relevant Head of Department shall have overall responsibility for the conduct of practical examinations.

Physical arrangements for examinations

- 25 Responsibility for the physical arrangements for examinations lies with the Department of Academic Administration. These arrangements cover:
 - 25.1 reservation of the appropriate accommodation;
 - 25.2 setting up the accommodation to the required standards;
 - 25.3 procedures to ensure that students are allocated to desks in a random order.

Examination rooms

- 26 Separate rooms shall normally be used for examinations of different durations. Where examinations of different durations are taking place in the same room, the senior invigilator shall ensure that any changeover is handled so as to cause minimal disruption. Open examinations shall normally be held separately from closed and restricted examinations.
- 27 Students shall be seated at individual examination desks located at four foot centres, with an adequate area at the front of the examination room (and at the rear of the room, in the case of large halls) for the invigilators. It must be possible for an invigilator to approach any student, and for any student to leave the room without disturbing other students.
- 28 Each examination room shall have a working clock(s) visible to all students. A whiteboard or similar equipment shall be available so that any relevant information can be displayed to students throughout the examination.
- 29 Where two or more groups of students are being examined in the same room, a seating plan shall be provided, showing the area of the room allocated to each group.

Role of invigilators

- 30 Invigilators shall be responsible for the smooth running of the examinations in their charge, and for ensuring that the Regulations covering the conduct of examinations are observed. They shall be fully conversant with these Regulations concerning their duties.
- 31 There shall be a minimum of two invigilators in each examination room, and normally at least one invigilator for every 30 students overall. At least one invigilator shall be present in the examination room at all times when an examination is in progress. As far as possible, invigilators of both sexes should be available in each room.
- 32 One invigilator within each examination room shall be designated as Senior Invigilator by the Head of the relevant Academic Department and shall have overall responsibility for the conduct of the examination session, and for ensuring that both students and invigilators

abide by these Regulations covering the conduct of examinations. The Director of Academic Administration shall designate the Senior Invigilator for clash and sheltered examination sessions (see Regulations 40 and 43 below).

Appointment of invigilators

- 33 The responsibility for nominating staff to invigilate an examination lies with the Head of Department, except where he or she has appointed another member of staff to undertake this duty. Normally, staff involved in teaching a particular module will invigilate the relevant examination.

Special examination arrangements

General principles

- 34 The Director of Academic Administration shall have discretion to approve special arrangements for the examination of any student who, for reason of dyslexia, health or disability, whether temporary or permanent, is unable to sit the examination under normal conditions, or would be severely disadvantaged by so doing (see Section B8.1, Regulation 17). In considering such requests, the Director of Academic Administration may make such consultations as s/he deems appropriate.
- 35 A request for special examination arrangements as a consequence of a student's needs assessment shall be made in writing to the Department of Academic Administration, normally at least ten working days before the due date of the examination, although this may not be possible in cases of accident or emergency (see Section B8.1, Regulation 17). The request will normally come from Student Services.
- 36 Where the Director of Academic Administration approves a request for special examination arrangements, the examination shall take place concurrently, normally in a separate room to the rest of the cohort. The circumstances and facilities of the special examination are at the discretion of the Director of Academic Administration. Normal invigilation procedures shall apply.
- 37 The Department of Academic Administration shall appoint invigilators where special examination arrangements have been approved. If an amanuensis is required a suitable person, trained by Student Services, shall be provided. If the amanuensis has worked closely with the student during his or her studies at the University or elsewhere he or she shall be accompanied by an additional invigilator.
- 38 In exceptional circumstances, and taking into account any requirements of the relevant professional or external body, a recommendation for a variation to the examination (see B8.1 regulation 10) may be made by the Disabilities and Dyslexia Services Manager, subject to the agreement of the Head of Department and the Director of Academic Administration. All parties shall agree the suitability of the alternative assessment proposed, taking into account the needs of the student and academic considerations, as part of the programme approval process, and this should normally occur prior to the student commencing the module.

Alternative examination accommodation

- 39 Alternative examination accommodation is intended for students with either temporary or permanent disabilities, medical conditions, dyslexia, extreme examination anxiety or other psychological problems.
- 40 The Department of Academic Administration shall identify locations for sheltered examinations, schedule sheltered examination sittings and notify students of

arrangements. Notification will take the form of publication on notice boards and the University's web pages.

Examinations overseas

- 41 The taking of University examinations overseas will only be permitted with the written authority of the Director of Academic Administration or nominee. Examinations may only be taken in locations approved by the Director of Academic Administration or nominee and examinations taken overseas shall be conducted in accordance with these regulations. Practical examinations shall not be taken abroad.
- 42 Normally an administrative charge will be payable, in addition to charges made by the hosting institution, which will be payable by the student. All arrangements must be made in line with deadlines set by the Department of Academic Administration.

Examination clashes

- 43 While every effort is made to spread students' examinations it is possible that a student will be timetabled to sit two examinations concurrently (an examination clash). When this occurs the student shall be responsible for notifying the Department of Academic Administration, according to any published deadlines and not less than 48 hours before the examination date. The Department of Academic Administration shall then make arrangements for the student to sit both examinations (normally morning and afternoon) and to be chaperoned for the intervening (lunch) period. Both examinations will normally be sat in a location separate to the main cohort, except where the nature of the assessment (e.g. a practical examination) makes this impossible.
- 44 A student taking examinations under clash arrangements shall remain under examination conditions from the start of the first exam to the end of their last exam save that he or she will be permitted to use books and notes to revise during the intervening (lunch) period. He or she must not communicate (by telephone or other means) with any other student outside the clash room and may only leave the room during the lunch period or other breaks if chaperoned. Any breach of this regulation shall be reported as an allegation of academic misconduct (see Section C3 Regulations governing allegations of Academic Misconduct on the part of a student).
- 45 A student may shall not be permitted to leave the clash room until any exam for which he or she has seen the paper has been underway for at least 30 minutes.

Before the examination

- 46 The invigilators shall collect the materials required for the examination from the designated point and begin to lay out the materials in the examination room at least 30 minutes before the examination is due to commence. The materials shall include not only the packet of question papers and blank answer books, but also attendance slips, any mathematical or other tables required, and tags (for students to tie together the various sections of their scripts).
- 47 The invigilators shall ensure that all preparations for the examination are concluded before students are permitted to enter the examination room. Under no circumstances shall students be permitted in any room, which has already been prepared for an examination, in the absence of an invigilator.
- 48 Students shall be admitted to the examination room five minutes before the scheduled start of the examination to allow them to find their seats and to check they that have all necessary writing aids, calculators or drawing instruments necessary for the examination. It

is the responsibility of each student to ensure that he or she brings all such necessary equipment to the examination room.

- 49 Students shall leave briefcases, bags and coats outside the examination room or in a place within the room designated by the Senior Invigilator. Instrument containers, handbags or items allowed into the room and retained by students may be inspected by the invigilator. Students may not have mobile phones on their person at any time during the examination, but these may be kept, switched off, on the floor beneath their seats.
- 50 Students may not make use of, or have in their possession, any book, manuscript, dictionary, calculator or other extraneous aid or materials which are not specifically permitted in the rubric of the examination paper.
- 51 A student shall display his or her ID card on his or her examination desk. A student who fails to display his or her ID card will be allowed to commence the examination. The Senior Invigilator shall record the details of any student without a valid ID card, who shall be required to confirm his or her identity at the end of the examination and before leaving the examination room.

The start of the examination

- 52 Before the examination starts, the Senior Invigilator shall remind students of the following:
- 52.1 they are now subject to the Regulations covering the conduct of examinations and should not communicate with any other student;
 - 52.2 they should check that they have the correct examination paper, and should carefully read the rubric at the top of the paper;
 - 52.3 they should read and comply with the instructions on the front of the answer books; use only the official stationery provided; write rough work in the answer books and then cross it through;
 - 52.4 they must remain in their seats; if they wish to gain the attention of an invigilator, they should raise their hand;
 - 52.5 they may only leave the room with the permission of an invigilator; they will not be permitted to leave the room during the first 30 minutes, or the final 15 minutes, of the examination;
 - 52.6 they must not have in their possession any unauthorised materials or paper; any student in possession of, or using, unauthorised materials shall be subject to an allegation of academic misconduct (see Section C3 Regulations governing allegations of Academic Misconduct on the part of a student).
 - 52.7 they should first of all complete the attendance slips and ensure that their student number is entered clearly on their answer book; where answer books are provided with a fold down area they should write their name in this area and seal the flap; the student's name should only be accessed after marking has been completed.
- 53 If for any reason the start of the examination is delayed the Senior Invigilator shall include details in the report to the Director of Academic Administration.
- 54 The internal examiner(s) shall normally be available in the main examination room for the first 30 minutes of the examination in the event of any question on the paper. (see regulation 7.4 above). Clarification of any questions shall be limited to:

- 54.1 confirmation that there is no misprint, and the paper should read as it stands, or
- 54.2 notification that there is a misprint: in this case the revised version shall be immediately announced to all students, and also written up at the front of the examination room. If the paper is being sat in two or more rooms, the internal examiner shall ensure that all students are notified of the same version of the correction as soon as possible, including any sheltered and clash sittings.
- 55 Under no circumstances shall an invigilator, whether or not the internal examiner, attempt to elucidate or interpret the paper. Where a student believes there to be some error or ambiguity, the student shall be advised to note his/her interpretation at the beginning of the answer. Any query raised or correction made regarding the question paper shall be reported to the Subject Standards Board by the Senior Invigilator using the Senior Invigilator report form.

Late candidates

- 56 Students who arrive up to 30 minutes after the start of the examination shall be admitted to the examination room. Late students shall not be permitted extra time. Students shall only be admitted to an examination room after the first 30 minutes by the Senior Invigilator provided no students have left the room.

During the examination

- 57 Invigilators shall concentrate on invigilation to the exclusion of all other tasks. During the examination they shall regularly and unobtrusively move their vantage point within the room.
- 58 Invigilators shall ensure that silence is maintained, that students do not communicate with each other, or use any unauthorised materials, manuscripts or other aids not permitted in the rubric of the question paper, and that no stationery other than the official answer books is used.
- 59 If an invigilator observes a student apparently contravening the Regulations covering the conduct of examinations, he or she shall immediately inform the Senior Invigilator. The student shall be informed that the incident will be reported and will be investigated in accordance with the Regulations governing Academic Misconduct on the part of a student. The invigilator shall endorse the answer book with his or her initials, the date and time of the incident, and a brief description of the circumstances. The student shall then be permitted to proceed, using a new answer book. Any unauthorised materials shall be removed and retained until after the investigation of the allegation. The invigilator shall make a full written report of all the circumstances to the Director of Quality and Standards, care of the Student Casework Office, and to the Chair of the Subject Standards Board. This should be done as soon as possible and normally within seven working days of the incident. The Senior Invigilator shall, in addition, note the circumstances on the Senior Invigilator report form. (See Section C3, Regulation 5.)
- 60 Shortly after the start of the examination, the invigilators shall collect attendance slips (where used) for return to the Department of Academic Administration.
- 61 Students shall do all their work, including rough work, on the stationery provided. Work which is not intended to be assessed shall be clearly crossed through.
- 62 Students shall not communicate with any person other than an invigilator. A student wishing to attract the attention of an invigilator shall do so without causing a disturbance.

- 63 Any student who causes a disturbance in an examination room may be required to leave the room, and shall be reported to the Director of Academic Administration.
- 64 Students shall not leave their seats without the permission of an invigilator.
- 65 Students shall not smoke, eat or drink in an examination room.
- 66 The invigilators shall make every effort to ensure that students' requirements for fresh answer books, or requests to leave the examination room, are answered as quickly as possible without disturbance. A student who requires to leave the room during the course of the examination with the intention of returning, shall be accompanied by an invigilator or other authorised person.
- 67 If a student falls ill, or a similar emergency occurs, the Senior Invigilator shall take whatever immediate action is necessary, and later submit a full report to the Director of Quality and Standards, care of the Student Casework Office, and to the Chair of the Subject Standards Board.
- 68 Students shall not normally be permitted to leave the examination room within the first 30 minutes or the last 15 minutes of an examination; if an invigilator permits a student to do so, on the basis of illness or other similar cause, a report shall be made to the Director of Academic Administration.
- 69 When a student who has completed the examination leaves the examination room before the scheduled end of the examination, his or her worked script shall be collected by the invigilator before the student leaves the room, and the time of departure marked upon it.
- 70 Invigilators shall remind students when one hour of the examination remains, and when 15 minutes remain.

The end of the examination

- 71 The examination shall end after the due period of time. The invigilators shall instruct students to stop writing and to remain quietly in their seats until all the scripts have been collected.
- 72 Students are responsible for ensuring that:
- 72.1 all their answer books are clearly labelled with their Student ID number and are firmly tied together;
 - 72.2 all answers are clearly labelled with the number of the question;
 - 72.3 all information required on the front of the examination answer book or cover sheet is given in full;
 - 72.4 all completed answer books are handed to the invigilator; any script or part thereof not handed in at the end of the examination shall not normally be marked.
- 73 When the invigilators have collected the scripts, checking that each student has written his/her number on all answer booklets used, and that all sections of the script are securely fastened together, they shall dismiss the students from the examination room.
- 74 Students shall not be permitted to take any examination stationary, used or unused, out of the examination room other than the exam question paper, which may be removed at the discretion of the internal examiner. Students will not normally be allowed to retain the question paper for reassessment examinations.

- 75 The worked scripts shall be placed in the envelope provided, and delivered by hand or other secure means to the Department of Academic Administration. Internal examiners who wish to retain the scripts for immediate marking shall notify the Department of Academic Administration when collecting the examination materials. Examination scripts must not be placed in the internal mail.
- 76 The Senior Invigilator shall complete the Senior Invigilator Report Form for the examination session.
- 77 Before leaving the examination room, invigilators shall take particular care to check that no examination stationary, used or unused, has been left behind, and that all scripts have been collected. Unused stationary and attendance slips shall be returned by the invigilators to a secure location at the end of the examination session.

Procedures in the event of emergencies

- 78 In the event of a fire alarm or other emergency requiring the evacuation of the examination room, the Senior Invigilator shall note the time the examination was interrupted, and shall instruct the students to cease writing, to leave all materials (including question papers and answer books) on their desks, to leave the room in an orderly fashion, and to assemble at the specified place. The Senior Invigilator shall be the last to leave the examination room and shall, as far as possible, leave the room secure. The invigilators shall remind students that the Regulations covering the conduct of examinations continue to apply for the duration of the suspension and that student may not communicate with any persons other than the invigilator(s). As soon as possible after the evacuation, the Senior Invigilator shall notify the Department of Academic Administration of the incident.
- 79 It is not possible to establish specific regulations as to whether an examination, which has been interrupted should be resumed. If the incident is of short duration, it may be feasible to continue as soon as the examination room is again available. If the incident is prolonged (a duration of more than 30 minutes), this is usually not practicable. To enable common standards to be applied, the Department of Academic Administration must be kept informed, and will provide guidance.
- 80 As soon as possible after the emergency, the Senior Invigilator shall re-enter the examination room, and shall take particular note whether any scripts or other documents appear to have been disturbed.
- 81 The Department of Academic Administration, following consultation with the Senior Invigilator and the Chair of the Subject Standards Board as appropriate, shall determine in light of the circumstances whether the examination shall be resumed after the incident, or whether the examination shall be abandoned. If the examination is resumed, the Senior Invigilator shall recommence the examination at the earliest possible moment, reminding students that a report of the incident will be made to the Subject Standards Board. Students shall have the balance of time due for the examination, plus 10 minutes in compensation for the disturbance.
- 82 If the examination is not to be resumed, the invigilators shall permit the students to resume their seats so that they can ensure their scripts are correctly labelled and separate answer books are tied together. The scripts shall then be collected in the usual manner.
- 83 Following the incident, the Senior Invigilator shall make a report in writing to the Director of Academic Administration and to the Chair of the Subject Standards Board. If the examination has been resumed, the scripts will be assessed in the usual way. If the examination has not been resumed the scripts will be marked, and the marks presented to the Subject Standards Board, together with the report of the Senior Invigilator. A meeting

of the Director of Academic Administration and the Chair of the Subject Standards Board must be convened as soon as practicable, normally within a week of the affected examination. In the light of circumstances they shall determine how best to proceed to ensure that all students are treated with equity.

Abnormal circumstances

- 84 Although it is the responsibility of students to present themselves for examination at the appropriate time, there may be circumstances (for example, extremely bad weather or industrial action affecting transport services) where this is extremely difficult, if not impossible, for students living some distance from the University, and the Director of Academic Administration or nominee shall have authority to take extraordinary measures in these circumstances.
- 85 The Director of Academic Administration or nominee shall have authority to rule that abnormal circumstances prevail, where in his/her judgement external circumstances will prevent, or be likely to prevent, students from presenting themselves for examination at the appropriate time. The Director of Academic Administration shall determine whether:
- 85.1 to delay the start of the examination
- 85.2 to reschedule the examination for an alternative date and time.
- 86 Where abnormal circumstances prevail, the restrictions on admitting students to the examination room more than 30 minutes after the start of the examination shall be lifted, but the names of such late entrants shall be recorded by the Senior Invigilator in his or her report to the Director of Academic Administration. Students arriving late shall not normally be permitted any additional time; the Senior Invigilator shall advise such students that they should enter the time of their arrival in their answer book.

Heritage regulations and students to whom they apply

- 1 During the transition period following the merger between the former London Guildhall University and the University of North London, some heritage regulations from the former institutions will continue to apply to certain students, depending on the type of course on which they are enrolled, the location of enrolment and the campus where they spend the majority of their study time. The value and standards of the University's awards remain guaranteed, no matter whether London Metropolitan, London Guildhall or North London regulations apply.

- 2 The London Metropolitan University Academic Regulations 2004/05 will apply to all students, with the exception of continuing undergraduate students and those enrolling in levels 2 and 3 of the undergraduate programme for the first time. Specifically all students, whether enrolled at London North or London City campus, will be subject to the following regulations:
 - London Metropolitan University Academic Regulations 2003/04 sections relating to: Schemes and courses (B1.1), Admissions (B1.2), AP(E)L (B6), Awards Framework (B7), Assessment (B8), Fees/enrolment (C1), Appeals (C2), Academic Misconduct (C3)
 Note: Appeals and Academic Misconduct regulations (C2 and C3) do not apply to research students, who are governed by the provisions within the Research degree Regulations (B4).
 - London Metropolitan University Student Complaints Procedure
 - London Metropolitan University Regulations Applicable to all Students of the University in cases of Misconduct – incorporating a code of discipline
 - London Metropolitan University Regulations for the use of ICT, Library and Media Resources, Services and Facilities

- 3 The table below lists the appropriate regulations for students enrolled on different types of courses on the two campuses. Where sections of the London Metropolitan University Academic Regulations apply the section reference is given. London Metropolitan University scheme regulatory frameworks will apply to courses taught under arrangements for collaborative partnerships.

Student cohort	Scheme regulations – London City campus	Scheme regulations – London North campus
<i>Undergraduate</i>		
Students enrolling for the first time in Certificate level in 2004/05	London Metropolitan University Undergraduate regulatory framework (see Section B2)	
Students enrolling for the first time in levels 2 and 3 in 2004/05 <i>and</i> Students in levels 1, 2 and 3 who are continuing their courses in 2004/05	LGU Regulations for the Undergraduate Programme approved 19 June 2002 & information published in the RedBook	UNL Undergraduate Modular Framework Regulations (together with faculty award schemes relating to the subjects studied) & Module-line
Continuing students who were already enrolled on level 3 (studying or having studied at least one unit of their level 3 programme of study) <i>at London City campus</i> in May 2002	LGU Regulations for the Undergraduate Programme approved June 1997 & information published in the RedBook	

Student cohort	Scheme regulations – London City campus	Scheme regulations – London North campus
Foundation degree		
Students enrolling for the first time at the start of Foundation degree courses in 2004/05	London Metropolitan Regulations for Foundation Degrees (see Sections B2.3 and B2.4)	
Continuing students in 2004/05	LGU individual course regulations	UNL Undergraduate Modular Framework Regulations (together with faculty award schemes) & Module-line
HND/HNC		
Students enrolling for the first time at the start of many HND/HNC courses in 2004/05	London Metropolitan Regulations for BTEC Higher National Awards (see Sections B2.5 and B2.6)	
Continuing students in 2004/05 <i>and</i> Students enrolling for the first time in certain HND/HNC courses in 2004/05	LGU individual course regulations	UNL BTEC Modular Framework
Postgraduate		
Students enrolling for the first time in 2004/05 ⁵ <i>and</i> Continuing students enrolled for the first time in 2003/04 ⁶ <i>and</i> Continuing students who agreed to transfer to a London Metropolitan University course via an approved conversion route in 2003/04, following consultation	London Metropolitan University Postgraduate regulatory framework (see Section B3)	
Continuing students who enrolled in the academic year 2002/03, including those <i>not</i> following an approved conversion route enabling them to transfer to a London Metropolitan University course	LGU Regulations for the Scheme for Modular Postgraduate Courses (or the approved course specific equivalent)	UNL Postgraduate Modular Framework approved for operation from September 2002 (and approved scheme and/or course specific regulations where these apply)
Continuing students who enrolled prior to September 2002, including those who are <i>not</i> following an approved conversion route	LGU Regulations for the Scheme for Modular Postgraduate Courses (or the approved course specific equivalent)	UNL Postgraduate Modular Framework (and approved scheme and/or course specific regulations where these apply)
Research students: MPhil, PhD, PhD by Prior Output		
All students	London Metropolitan University Research degree Regulations (see Section B4)	
Other courses		
	Approved regulations specific to the course	Approved regulations specific to the course

⁵ with the exception of students enrolling on MA/PgDip Human Resource Management, MA by Research, MA by Project and MRes, to whom heritage course specific regulations will apply

⁶ with the exception of those enrolled under heritage regulations to whom these will continue to apply