



# **Academic Regulations**

## **2008 - 09**

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# ***Section 1 – Introduction to the Academic Regulations***

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# 1.1 Foreword

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## The University's General Educational Aims

In line with the University's commitment to 'offering educational opportunities to all who can benefit, to ensuring the best possible educational and social experience for students and the best attainable outcomes for their efforts', 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 and their associated Procedures, govern the standards of the University's awards, the responsibilities of students and the formal roles played by staff in relation to admission to the University's courses and programmes of study, assessment of students' work and conferment of awards. They also govern the role of external examiners.

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

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

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

Academic Regulations not only describe students' rights but also their responsibilities, for example to attend classes and supervisory sessions, submit work for assessment and to pay money owing to the University as well as to comply with administrative procedures (this will be in students' best

interests). Whilst the University makes every effort to disseminate its Academic Regulations effectively, it requires students to familiarise themselves with them. Students are encouraged to be proactive in seeking advice and guidance where necessary - see particularly the Student 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 Taught Provision Manual, University policies and codes of practice which pertain to academic matters, published from time to time on the University's web pages.

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

If you have any enquiries about the Academic Regulations you should, in the first instance, email the Student Casework Office at: [casework@londonmet.ac.uk](mailto:casework@londonmet.ac.uk)

Dr Ray Smith  
Director of Academic Administration

June 2008

A limited number of printed copies of the Academic Regulations will be circulated to departments for reference; the Academic Regulations in full are available from the University's web site at: [www.londonmet.ac.uk/academic-regulations](http://www.londonmet.ac.uk/academic-regulations)

## 1.2 List of abbreviations

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AGCE	Advanced General Certificate of Secondary Education
APL	Accreditation of Prior Learning
APEL	Accreditation of Prior Experiential Learning
APCL	Accreditation of Prior Certificated Learning
AVCE	Advanced Vocational Certificate of Education
CATS	Credit Accumulation and Transfer Scheme
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
LA	Local 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



## 1.3 Regulatory definitions

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All definitions in this section shall have regulatory force.

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

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

Scheme regulatory frameworks and course specific regulations 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 specific regulations, these Regulations shall have precedence. In the case of conflict between these Regulations and staff/student handbooks of procedures and/or the Taught Provision Manual, these Regulations shall have precedence.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

'completed module' an undergraduate module is deemed to be completed where:

- (i) the student has passed the module on aggregate; or,
- (ii) the student has obtained a mark of at least 25% in the module and submitted the final component of assessment for the module;

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

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

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

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

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

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

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

'dissertation' means a substantial piece of independent work, synthesising earlier learning, which may be a written piece of work, a project incorporating a report, an artefact incorporating a

commentary or equivalent piece of work original to the author, critically reflective and, unless exceptional circumstances prevail, produced under staff supervision;

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

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

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

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

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

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

‘expulsion’ means a decision 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 allegation concerning academic misconduct or a representation against termination of a student’s status as a student;

'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 Vice-Chancellor and Chief Executive, and hereafter referred to as 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, 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 Academic Adviser’ means a member of academic staff responsible for approving individual programmes of study for students and providing, among other things, authoritative advice and guidance to students on academic and related matters.

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

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

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

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

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

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

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

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

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

‘scheme 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;

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

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

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

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

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

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

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 the Graduate School shall include reference to any officer appointed as nominee by the Director of the Graduate School 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 Academic Administration shall have overall authority over the interpretation of the Academic Regulations.

## **Notices**

Any notification required to be given by the University to any person in writing under these Regulations unless otherwise stated, shall 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 returned in person or posted to the despatching office at the University by recorded delivery post, in which case it shall be deemed to have been received by the end of the third day after it was posted on which there is a full postal delivery service.

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

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

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### **University awards list and specifications**

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

### **Schemes and courses**

- 4 All schemes and courses shall satisfy the requirements set out in this section.
- 5 All schemes and courses shall be approved, reviewed and modified in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
- 6 Courses leading to awards at the same level shall normally, as determined by Academic Board, be grouped together into a scheme, governed by a scheme regulatory framework and managed by a scheme director. Each course within a scheme shall have a course leader and a course committee.
- 7 All other courses shall be governed by course regulations and each shall have a course leader and a course committee.
- 8 Each course, whether or not included within a scheme, shall have a course specification, the detailed contents of which shall be determined by the University's systems and arrangements in place for managing the quality and standards of taught provision, but which shall include:
  - 8.1 the name of the course, the award/s and award title/s to which it leads, its level and credit-rating; and the name of any overarching scheme; and
  - 8.2 the aims and learning outcomes of the course in relation to appropriate national benchmarks; and
  - 8.3 the maximum duration and mode(s) of study of the course; and

- 8.4 the outline curriculum and structure of the course, with an indicative assessment scheme; and cross-reference to associated module specifications which shall provide the detail of all modules; and
- 8.5 the scheme regulatory framework or course specific regulations governing the admission, assessment and progression of students and the conferment of the relevant award/s and credit.
- 9 The course specification and module specifications, the scheme regulatory framework, or course specific regulations shall be approved by or on the authority of Academic Board and may not be changed other than by or on the authority of Academic Board through the University's systems and arrangements in place for managing the quality and standards of taught provision.
- 10 The course specification and module specifications shall be recorded in the Course Handbook. The specifications and any updated version of the specifications shall be made available at an early stage to students enrolled on the course and to the Quality Unit.

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

- 11 There shall be a name for each scheme and each course and a specific title for each award to which a course or individual programme of study leads. The specific title of the award for which the student has qualified shall be stated on the award certificate conferred by the University.
- 12 The name of the course and the specific title/s of award/s shall be simple and accurate. They shall reflect the normal expectations of relevant professional bodies, employers, students and higher education bodies and further education bodies about the knowledge and skills to be expected from a person holding such an award. Where a collaborative provision course and the award to which it leads are similar but not identical to the University course and award, the name of the course and award shall normally be different from the University course and award.
- 13 All courses shall be credit-rated at a specific level, having regard to the standards generally accepted for UK higher or further education.

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

- 14 Schemes shall set generic aims and learning outcomes to which all courses within that scheme shall comply. They shall be consonant with the general educational aims of the University stated at the outset of these Academic Regulations. The generic aims of a scheme shall be stated at the outset of the scheme regulatory framework.
- 15 The stated aims and learning outcomes of a course are those objectives which the curriculum, structure, and teaching methods are designed to fulfil. Passing a course requires the achievement of the learning outcomes. Assessment schemes shall be designed to test whether the learning outcomes have been achieved by the student.
- 16 The course aims and learning outcomes shall be specified at the appropriate standard and level required for the award, in relation to a body of knowledge and skills appropriate to the subject of study, reflecting recent academic developments in that subject and benchmarked against courses in the UK and overseas leading to similar awards. They, among other things, shall be recorded in the course specification. They shall be consonant with the general educational aims of the University stated at the outset of these Academic Regulations.

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

### **Maximum duration and mode(s) of study**

- 18 In the course specification, the maximum duration of the course shall be stated in academic or calendar years, semesters or weeks, as appropriate.
- 19 In order to safeguard the standard of the award, the maximum duration shall be as set out in the Awards Framework/s. Other than for research degrees, there shall be no equivalent standard minimum duration for a course; the planned learning hours shall indicate its minimum duration. Scheme regulatory frameworks or course specific regulations shall indicate the planned learning hours associated with each module.
- 20 The maximum duration shall relate to the expected time taken by students to achieve the learning outcomes of the course, depending on the mode of study, the level of knowledge and skills required on admission and the curriculum and structure of the course, including periods of work experience or equivalent. The maximum duration shall have regard to the length of time the curriculum shall remain in academic currency.
- 21 The maximum duration of the course shall take account of the right in Section 8.1 for students to have opportunities to make good any failure in an item of assessed work or a module, absence from examination or non-submission of assessed work as specified in the relevant course specific regulations..
- 22 The maximum duration of the course shall take account of the right in Section 9.1 of a student to interrupt his or her studies, subject to the permission of the appropriate authorities.
- 23 Courses may be designed to have more than one entry point in order to accommodate students with different levels of prior knowledge and skills or for other valid reasons.
- 24 Course specifications shall state whether the course is full-time, part-time or mixed-mode, whether it is a sandwich course, whether delivered by distance learning and whether it is delivered during the day, evening or day and evening.
- 25 The maximum duration of a course shall take account of the length of time required for study by students who are not studying full-time throughout the course.
- 26 Within the maximum duration, the planned learning hours for a module or course shall take account of the need to provide students with reasonable study time in contact with teaching staff, whether in person or by distance-learning, and with reasonable time for private study and consolidation.
- 27 The maximum duration of the course shall take account of any required supervised work experience whether or not this is designed to support the student in fulfilling and being assessed on the aims and learning outcomes of the course.
- 28 The maximum duration of a course shall take account of whether courses are designed to fulfil the requirements of a professional or licensing body whether or not these requirements are fulfilled in addition to the achievement of the aims and learning outcomes of the University course.
- 29 In addition to the maximum duration of a course leading to an undergraduate honours degree award, the maximum duration of a designated sandwich course leading to an undergraduate

honours degree award 'in the sandwich mode' shall include not less than 44 weeks of supervised work experience, which shall be a compulsory component of the course and the aims and learning outcomes of which shall be assessed.

- 30 The maximum duration of a course in any one or two named modern languages leading to an undergraduate honours degree award shall include a period of residence abroad which shall be a compulsory component of the course and the aims and learning outcomes of which shall be assessed. Where one main language is studied, the period of residence shall be not less than 36 weeks. Where two main languages are studied to the same level, a student shall spend a minimum of four consecutive months in the country of each language.
- 31 If a student has an approved programme of study comprising one module per semester, the maximum duration of the course shall be waived.
- 32 On the production of valid reasons submitted 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**

- 33 The outline curriculum of the course shall be the names of the modules which comprise the course.
- 34 The outline curriculum shall be appropriate to the title, aims and learning outcomes of the course and the level of the award.
- 35 The structure of the course shall provide for the progression of the student from the level of knowledge and skills required at admission to the level required to achieve the aims and learning outcomes of the course and to qualify for the award.
- 36 The structure of the course shall specify the level at which modules are normally required to be studied and which modules are prerequisite, core, designate and elective. Prerequisites may be set between levels but not within a single level of a course. Corequisites may be set within a single level of a course.
- 37 The structure of the course shall be appropriate to the duration of the course, mode of study, teaching methods, assessment scheme and periods of work experience or equivalent.
- 38 If of sufficient length, the course shall be structured so that an award is available at each level and/or exit point in the course. Where this is so, the curriculum and structure of courses shall ensure that all students have the opportunity to qualify for the highest award to which the course leads, provided that they satisfy the Assessment Board that they have achieved the appropriate learning outcomes and fulfilled the academic requirements of the course.
- 39 Students who do not achieve the highest award but achieve the learning outcomes appropriate to a lower level of award shall qualify for such an award and shall have it conferred on them as stated in Section 8.2.
- 40 Provision shall be made for students to transfer between courses, with permission, where, within the maximum duration of the course, they are unable to fulfil the learning outcomes for the course on which they are enrolled.
- 41 Provision shall be made for sandwich degree courses to lead to an alternative award for students who are unable, for valid reasons, to undertake or complete the period of work experience which is a required component of a sandwich course, unless exemption from the period of work experience has been granted.

- 42 Provision shall be made for modern languages courses to lead to an alternative award for students who are unable, for valid reasons, to undertake or complete the period of residence abroad component of the course, unless exemption from the period abroad has been granted.
- 43 Provision may be made for courses including professional qualifications to lead to an alternative award so as to distinguish those students who have gained a professional qualification from those who have not.
- 44 The structure of the course within a scheme shall conform to any structural principles approved by or on behalf of Academic Board for that scheme, unless a variant has been specifically approved on behalf of Academic Board. Normally such a variant shall be temporary and eventual compliance shall be expected.

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

- 45 Students studying for awards of the University shall be governed by the scheme regulatory framework (and where necessary course specific regulations) that apply on admission, as amended from time to time.
- 46 Where students are admitted with credit (see Section 2.2 below), they shall normally be governed by the regulatory framework (and where necessary the course regulatory schedule) or course regulations that apply to the whole group of students studying at that level or stage.
- 47 Short courses which do not lead to an award of the University shall also be subject to course regulations where a Statement of Credit or Completion (see Section 8.2) is offered.
- 48 Scheme regulatory frameworks shall govern all courses grouped together within that scheme. Where for good reason (most commonly requirements imposed by professional bodies as a condition of professional recognition) variations to the scheme regulatory framework or additional detailed regulations are approved on behalf of Academic Board for specific courses, they shall be included in course specific regulations which shall augment, but be subservient to the scheme regulatory framework.

Consultation with students and external examiners

- 49 New or revised scheme regulatory frameworks and course specific regulations shall normally apply to new entrants to the University. Where this is not so, no change may be made to regulatory frameworks or course specific 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, Awards Examiners, with a view to reaching agreement. Students and external examiners shall be told the outcome of the consultation. Following consultation with the Director of Undergraduate Operations/Director of the Graduate School, 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.

Admissions

- 50 The undergraduate and postgraduate scheme regulatory frameworks shall cross-refer to the University's minimum entry requirements (see Section 2.2).
- 51 Course specific regulations shall describe the basis on which an applicant may be admitted to the beginning or to subsequent stages of the course, where this differs from or augments the position stated in the University's minimum entry requirements (see Section 2.2) by:

- 51.1 identifying the knowledge and skills required at admission and relating these to the length, content and learning outcomes of the course and the standard of the award, as set out in the Awards Framework/s; and
- 51.2 identifying any specific qualifications additional to the minimum entry requirements; and
- 51.3 setting out the criteria and procedures by which an applicant will be admitted on the basis of certificated and/or uncertificated prior learning to the start of the course, or to a later point in the course with credit. The selection procedures may include interview, oral examination, production of a portfolio or other means of assessment of applicants' prior learning and skills (see also the APL Procedures in Section 10.1).

#### Assessment

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

- 52.1 the modules to be assessed and the normal timing of the assessment;
- 52.2 the minimum and maximum number of modules to be attempted;
- 52.3 which or how many modules must be passed to obtain an award;
- 52.4 the weighting each module carries in the final assessment of the student's overall performance;
- 52.5 procedures for assessing APL credit and exemptions and how this is weighted within the final assessment of the student's overall performance;
- 52.6 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;
- 52.7 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;
- 52.8 how students shall be informed of their results and given guidance on their general progress;
- 52.9 the arrangements for assessing any supervised work experience or periods abroad;
- 52.10 criteria for the conferment of each award to which the course may lead;
- 52.11 criteria for the conferment of an award with Distinction or with Merit where appropriate;
- 52.12 criteria for first class, second class (first and second division), third class honours and unclassified, where appropriate;
- 52.13 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;

53 Scheme and course regulations shall make reference to the University's Procedures for the submission of Appeals against decisions of Assessment Boards (Section 10.4), Procedures on Student Academic Misconduct (Section 10.5) and Regulations concerning enrolment,

renewal and termination of enrolment and payment of fees (Section 9.1), including where students may obtain the University's Regulations/Procedures on these topics, which shall normally be the online version of the Student Handbook and on the University's web pages.

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

54.1 a description of how each module is assessed;

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

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

### **Disability**

55 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 and following appropriate consultation with the academic department(s) and the Department of Academic Administration, the University shall make reasonable adjustments to teaching, learning and assessment arrangements for individual disabled students.



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

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### **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 the Awards Framework/s, as well as organisational ability, interpersonal skills and an ability to communicate.
- 2 The Vice-Chancellor shall determine which staff of the University shall have delegated authority to take binding decisions to admit applicants to courses or to decline to admit them. For the purposes of these Regulations, they shall be called 'authorised admitting officers'.
- 3 The authorised admitting officers shall adhere to the principle of equality of opportunity in admissions processes subject to the University's right to determine a maximum number of admissions to particular courses.
- 4 Admission is at the discretion of the University and the University reserves the right to decline to admit an applicant. On request, reasons for this decision shall be given to the applicant by the authorised admitting officer. (See the Regulations concerning enrolment, renewal and termination of enrolment and payment of fees in Section 9.1).
- 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.

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

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 5). 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 APL 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. Regulations relating to APL within the regulatory frameworks and the APL Procedures (Section 10.1) shall be followed.
- 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. Regulations relating to APL within the regulatory frameworks and the APL Procedures (Section 10.1) shall be followed
- 25 As provided in Section 2.2, Regulation 25, the University's systems and arrangements in place for managing the quality and standards of taught provision may determine that applicants with a particular qualification are to be admitted regularly with a standard amount of credit. Where such agreement is reached, this shall be reported to the APL Board.

## ***Section 3 - Undergraduate regulatory framework***

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### 3.1 Undergraduate Awards Framework and Regulations for the undergraduate scheme and course structure

#### Undergraduate Awards Framework, incorporating Preparatory awards

<b>Awards and awards descriptors</b>	<b>CATS points</b>	<b>ECTS credits</b>	<b>Maximum period of registration</b>
Preparatory Certificate  Preparatory Diploma  Preparatory Certificates and Preparatory Diplomas provide adequate preparation for entry to study at HE level in the area studied. They may be recognised as HE awards for funding purposes when they form an integral part of an undergraduate course and extend the duration of the undergraduate course by one further year full-time (or the part-time equivalent).	60 credits at Preparatory level  120 credits at Preparatory level		2 years  5 years
Preparatory Certificate in Business Skills	30 credits at Preparatory level		2 years
Work Based Learning Awards The majority of the learning takes place in the workplace, with teaching normally offered by the University in appropriate formal sessions. All learning outcomes at the appropriate level will be assessed by the University or under its auspices.	45 credits all at Certificate, Intermediate or Honours level (see below for individual awards)	22.5	2 years
<b>Certificate level awards</b>			
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 holder of a Certificate of Higher Education (Foundation Degree) shall achieve these outcomes in a work context.			
(Source: QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland)			
University Certificate	45 at Certificate level or above	22.5	5 years
University Certificate (Work-Based Learning)	45 at Certificate level or above	22.5	2 years
Certificate of Higher Education (Higher National Certificate) (CertHE (HNC))	120 at Certificate level	60	5 years

**Note: The maximum period of registration stated is that in which a student is normally expected to complete the award, including any agreed interruption of studies.**

<b>Awards and awards descriptors</b>	<b>CATS points</b>	<b>ECTS credits</b>	<b>Maximum period of registration</b>
Certificate of Higher Education (Higher National Diploma) (CertHE (HND))	120 at Certificate level	60	5 years
Certificate of Higher Education (Foundation Degree) (CertHE (FD))	120 at Certificate level	60	5 years
Certificate of Higher Education (CertHE)	120 at Certificate level	60	5 years
<b>Intermediate level awards</b>			
<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. The holder of a Foundation Degree shall achieve these outcomes in a work context.</p> <p>(Source: QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland)</p>			
Intermediate Diploma (Work-Based Learning)	45 at Intermediate level	22.5	2 years
University Diploma	120 at Certificate level and 45 at Intermediate level	82.5	6 years
Higher National Certificate (HNC)	150, min 30 at Intermediate level	75	6 years
Higher National Diploma (HND)	120 at C level and 120 at Intermediate level	120	6 years
Diploma of Higher Education (DipHE)	240, min 120 at Intermediate level	120	6 years
Foundation Degree (Arts) (FDA) Foundation Degree (Science) (FDSc)	120 at Certificate level and 120 at Intermediate level	120	6 years
Foundation degrees will have been designed in collaboration with relevant employers and will include a period of work experience.			
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	7 years
Unclassified Bachelor of Osteopathic Medicine (B.OstMed)	440, 80 at Masters level, 120 at Honours level, 120 at Intermediate level and 120 at Certificate level	220	8 years

<b>Awards and awards descriptors</b>	<b>CATS points</b>	<b>ECTS credits</b>	<b>Maximum period of registration</b>
<p><b>Honours level awards</b></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> <p>(Source: QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland)</p>			
Diploma (Work-Based Learning)	45 at Honours level	22.5	2 years
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	8 years
<p><b>Integrated Masters awards</b></p> <p>Integrated Masters programmes provide an extended and enhanced programme of study. The period of study is typically equivalent to at least four years of academic learning (480 credits) of which at least 120 credits are at postgraduate level, and the programme of study should be both broader and deeper than a corresponding Honours degree.</p> <p><b>Note</b> – undergraduate level study of an integrated Masters programme shall be governed by the Undergraduate Regulatory Framework (which includes the Regulations for Undergraduate assessment) and postgraduate level study shall be governed by the Postgraduate Regulatory Framework (which includes the Regulations for Postgraduate assessment)</p>			
Masters in Osteopathy (M.Ost) <i>(M.Ost is an integrated and enhanced programme of study that is designed to prepare students for professional osteopathic practice leading to eligibility for registration as an osteopath. The M.Ost is governed by course specific regulations)</i>	480, 120 at Masters level, 120 at Honours level, 120 at Intermediate level and 120 at Certificate level	240	8 years
Master of Engineering (MEng)	480, at least 120 at Masters level, min 90 at Honours level and a max of 120 at Certificate level	240	8 years

## Introduction to the undergraduate regulatory framework

- 1 This regulatory framework applies to all the undergraduate courses of London Metropolitan University including higher education courses at Preparatory level; the regulations describe the structure of Preparatory Certificates and Diplomas, Foundation Degrees, Higher National Awards and Bachelors Degrees. Where for good reason (most commonly requirements imposed by professional bodies as a condition of professional recognition) variations to the scheme regulatory framework or additional detailed regulations are approved on behalf of Academic Board for specific courses, such variations shall be included in course specific regulations, which shall augment, but be subservient to, this scheme regulatory framework.
- 2 The aim of the undergraduate modular scheme is to provide a higher education programme within an intellectual environment which addresses the University's general educational aims, the subject(s) studied and the wider context of students' studies, and develops skills, competencies and attitudes to enhance employability.
- 3 The scheme is based on principles of flexibility of admission (see the Generic principles for admissions and the University's minimum entry requirements in Section 2.2) and educational choice, provision of a range of modes of study and compatible awards, enabled by a credit transfer and accumulation system. Subject specific entry requirements shall be set down in the course specification.
- 4 The regulatory principles outlined below are supplemented by a description of process and good practice in the University Undergraduate Modular Scheme Documents.

## Course structure

- 5 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.
- 5a In the case of Foundation degrees and sandwich degrees, a period/periods of work experience shall be integrated into this structure.
- 6 Standard modules shall be worth 15 credits (equivalent to 7.5 ECTS credits), denoting 150 learning hours. 15 credit modules shall normally be delivered in a single semester.
- 7 Double modules, worth 30 credits, may be delivered in a single semester or over two consecutive semesters. Courses that propose modules worth more than 30 credits (other than those required for the accrediting of placements) shall be required to seek a variation from these regulations under procedures approved on behalf of Academic Board. Double or larger modules shall contribute proportionately in the calculation of a student's overall classification. Within these Regulations the word 'module' refers to a 15 credit module unless otherwise stated.
- 8 Each module (of any size) shall be ascribed to one of Preparatory, Certificate, Intermediate or Honours level. Modules will normally be designed expressly for a Preparatory level award, Foundation Degree, BTEC Higher National Award or an Honours Degree.
- 9 Where a course taken in full-time mode has a normal duration in excess of one year, the standard model for each level of a course shall comprise 120 credits.
- 10 Course specifications shall specify the modules that students must take at each level as part of their programme of study (*core modules*) and the modules that may be taken where option choices are offered (*designate/elective modules*).

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

### **Course Structure (Preparatory Awards)**

- 12 Preparatory level courses aim to equip learners with the factual and conceptual knowledge base and learning skills necessary for progression to Certificate level of HE courses, either as an integral part of a specific undergraduate course (i.e. an extended degree) or as a free-standing award. In this context an extended degree is defined as a programme of study recognised by the Higher Education Funding Council as an integral part of an undergraduate course, normally consisting of 120 credits at Preparatory level (HE level 0), extending the duration of the undergraduate course by normally one further year full-time (or the part-time equivalent).
- 13 Full-time students enrolling without APL credit shall take a pre-determined programme consisting of four core modules in their first semester of study.
- 14 Each module shall be ascribed to Preparatory level (equivalent to HE Year 0 or FE level 3), unless modules at Certificate level are approved at validation. No more than one quarter of the modules leading to the award may be at Certificate level.
- 15 Preparatory level courses shall normally be designed so that students are provided with defined opportunities for transfer to undergraduate courses or other educational or professional awards. Course specific regulations of the course for which the student has a defined opportunity to transfer shall specify whether and how students awarded particular Preparatory level awards or reaching particular progression points may progress to that course. Transfer to a particular course may require a student to achieve a higher threshold than that required for the award of Preparatory Certificate or Preparatory Diploma (see Section 3.2 Regulations 35 and 36).

### **Course Structure (Foundation Degrees)**

- 16 Foundation degrees are a distinctive mix of academic and work-based learning, which aim to equip learners with the skills and knowledge relevant to their employment and to the needs of employers. Academic learning is integrated with the development of vocational work-based skills where employer involvement is required. Foundation degrees may be delivered wholly or partially through the workplace, subject to the University's Academic Regulations and the systems and arrangements in place for managing the quality and standards of taught provision.
- 17 A Foundation degree course shall include:
- at least 6 core (compulsory) modules at Certificate level;
  - between 15 and 60 credits of 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.
- 18 Foundation degree courses shall be designed so that students are provided with defined opportunities for transfer to at least one Honours degree course without the requirement for further study. A period of further study may be required following the award of a Foundation degree before students are permitted to enrol on other Honours degree courses or educational or professional awards. Course specific regulations of such receiving courses shall specify progression requirements for students awarded particular Foundation degrees.

- 19 Course specifications shall specify one module at each of Certificate and Intermediate level, which provide structured opportunities for Personal Development Planning and which are identified by their code.
- At Certificate level the course specification will identify a Higher Education Orientation (HEO) module;
  - At Intermediate level the course specification will identify an Employability module.
- 20 Students taking a Foundation degree course must take the HEO and Employability module specified for that title.
- 21 Course specifications will demonstrate that the certificate level includes the necessary underpinning in IT and information literacy for the course. This may be a dedicated core module or part core module(s), or demonstrated across all certificate level core modules. A core module or part core module shall also be identified in the wider subject context.
- 22 Full-time students enrolling without APL credit shall take a pre-determined programme consisting of four core modules, including the Higher Education Orientation module, in their first semester of study.
- 23 Modules that form part of a Foundation degree will normally be designed expressly for this purpose. A Foundation degree may include up to two modules at Intermediate level that form part of undergraduate degree programmes.

#### **Course Structure (Higher National Awards)**

- 24 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.
- 25 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. The Higher National Certificate and Higher National Diploma are distinct awards and therefore students enrolled on a Higher National Diploma shall not be eligible for a Higher National Certificate as an exit award.
- 26 BTEC Higher National Diplomas shall consist of two levels, each level shall normally comprise eight 15 credit modules. Higher National Certificates shall normally comprise ten 15 credit modules. Core modules shall be specified in the course specification.
- 27 Full-time students enrolling without APL credit shall take a pre-determined programme consisting of four core modules, including the Higher Education Orientation module, in their first semester of study.
- 28 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. Course specific regulations shall specify how and at what level students may progress to particular Honours degree courses.
- 29 Modules that form part of a Higher National award will normally be designed expressly for this purpose. A Higher National award may include up to two modules at Intermediate level that form part of undergraduate degree programmes. Where modules are shared between Foundation degrees and Higher National awards the volume and nature of the sharing will be considered as part of course approval.

## Course Structure (Bachelors Degrees)

- 30 All undergraduate students shall initially enrol on a course leading to a Single or Joint Honours award.
- 31 The Certificate level of each course shall be designed so that on completion students are provided with defined opportunities for transfer to Major/Minor (where offered) 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.
- 32 Course specifications shall specify one module at each of Certificate, Intermediate or Honours level, which provide structured opportunities for Personal Development Planning and which are identified by their code.
- At Certificate level the course specification will identify a Higher Education Orientation (HEO) module;
  - At Intermediate level the course specification will identify an Employability module;
  - At Honours level the course specification will identify a Project (or equivalent) module. Students taking Joint Honours courses must be given the opportunity to take a 15 credit module; for Single Honours courses the specified module may be either 15 or 30 credits.
- 33 Students taking a Single Honours course must take the HEO, Employability and Project (or equivalent) module specified for that title.
- 34 Students taking a Joint Honours course must take at least one HEO, Employability and Project (or equivalent) module chosen from those identified by the two subject areas. Where a student has chosen to study for a Major/Minor award the Employability and Project (or equivalent) modules will normally be chosen from their Major area.
- 35 Course specifications will demonstrate that the certificate level includes the necessary underpinning in IT and information literacy for the course. This may be a dedicated core module or part core module(s), or demonstrated across all certificate level core modules. A core module or part core module shall also be identified in the wider subject context.
- 36 Module Specifications shall identify the *Graduate Attributes* that are developed through the programme of teaching, learning and assessment. Course specifications shall ensure that students encounter each of the three attributes (as set down in the Undergraduate Scheme Document) in the core module programme, at each level of their course. Each module shall develop at least one of the three attributes.

### Certificate Level

- 37 The programme of modules for a Single Honours course shall include 6 (or more where approved through variation) core (compulsory) modules at Certificate level; full-time students enrolling without APL credit shall take a pre-determined programme consisting of four of these modules, including the Higher Education Orientation module, in their first semester of study. Unless approved through variation, students shall choose their 7<sup>th</sup> and 8<sup>th</sup> modules at Certificate level from the list of designate modules identified in the course specification **or** (as *Elective modules*) from those offered for other undergraduate degrees for which they have any required prerequisites.
- 38 A subject that forms half of a Joint Honours degree course shall, in addition to the Higher Education Orientation module and any module specified under 35 above for the development

of IT skills, identify 2 core modules at Certificate level (one in each semester) to be taken by all students.

- 39 Students enrolled on a Joint Honours degree at Certificate level shall take at least three modules from each of their two subjects and including one HEO module, at least one module designed to develop IT skills and the core modules for each subject. Unless approved through variation, students shall choose their 7<sup>th</sup> and 8<sup>th</sup> modules at Certificate level from the list of designate modules identified in the course specifications of the two subjects **or** (as *Elective modules*) from those offered for other undergraduate degrees for which they have any required prerequisites.
- 40 Full-time students enrolling on a Joint degree without APL credit shall take a pre-determined programme of four core modules, including one Higher Education Orientation module, in their first semester of study. The diet of modules taken in the first semester shall be maintained by the Undergraduate Scheme, taking advice from Academic Departments in respect of Joint Honours courses wholly delivered within a single department.

### **Intermediate and Honours Level**

- 41 The programme of modules for a Single Honours course shall include between 2 and 6 (or more where approved through variation) core (compulsory) modules at each of Intermediate and Honours level. Where fewer than 6 modules are specified as core, students will choose from the list of designate modules identified in the course specification. Unless approved through variation, students shall choose their 7<sup>th</sup> and 8<sup>th</sup> modules at each level from the list of designate modules identified in the course specification **or** (as *Elective modules*) from those offered at the appropriate level for other undergraduate degrees for which they have any required prerequisites.
- 42 The core modules for a Single Honours course shall include the Employability module at Intermediate level and the Project (or equivalent) module at Honours level.
- 43 A subject that forms half of a Joint Honours degree course shall identify 2 core modules at Intermediate level (one in each semester) and two modules at Honours level (one in each semester) to be taken by all students. These modules will normally be in addition to the Employability and Project (or equivalent) modules as students may choose these from either of the subjects that make up their course.
- 44 Students enrolled on a Joint Honours degree shall take at least three modules from each of their two subjects at each of Intermediate and Honours levels. Their programme must include at least one Employability and at least one Project (or equivalent) module. Unless approved through variation, students shall choose their 7<sup>th</sup> and 8<sup>th</sup> modules at each of Intermediate and Honours levels from the lists of designate modules identified in the course specifications of the two subjects **or** (as *Elective modules*) from those offered for other undergraduate degrees at Intermediate and Honours levels for which they have any required prerequisites
- 45 A subject approved as the Major part of a Major/Minor degree shall include between 3 and 5 core modules at each of Intermediate and Honours Levels, including the Employability and Project (or equivalent) modules. Where fewer than 5 modules are specified as core students will choose from the list of designate modules identified in the course specification.
- 46 A subject approved as the Minor part of a Major/Minor degree shall include 2 core modules (one in each semester) at each of Intermediate and Honours levels; these will not normally include Employability or Project (or equivalent) modules.
- 47 Students enrolled on a Major/Minor degree shall take at least five modules at each of Intermediate and Honours levels from their Major subject and at least two modules at each

level from their Minor subject including all core modules. Unless approved through variation, students shall choose their 8<sup>th</sup> module at each of Intermediate and Honours levels from the lists of designate modules identified in the course specifications of the two subjects **or** (as *Elective modules*) from those offered for other undergraduate degrees at Intermediate and Honours levels for which they have any required prerequisites.

- 48 Courses may be initially designed by the University to include one Certificate level core or designate module and/or one Honours level core or designate module within the Intermediate level of the course. Programmes of study for students shall be approved with the inclusion of these core/designate modules only where the courses have been initially designed to include them. Students may include up to two Intermediate level designate or elective modules within the Honours level of the course whether or not these are identified in the course specification.
- 49 Some courses require a period of work or study outside the University. (see also Section 2.1 Regulations 28-31 maximum duration of study). A sandwich course shall include 30 credits additional to those specified in Regulations 41- 48 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 41- 48 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 51 below. Course specific regulations shall specify any other variations from the standard course structure template for the undergraduate scheme to credit and assessment contributions towards the final degree classification.

#### **Accreditation of Prior Learning (APL)**

- 50 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 10.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to two thirds of the volume of the intended award except for Preparatory courses (see 50a below) and sandwich degrees (see 50d below). In order to comply with visa requirements, APL credit for International students shall only be awarded for one module or a full semester. A student may be awarded a mixture of APCL and APEL credit.
- 50a For Preparatory courses, a student may claim APL credit for up to 50% towards an award. Students must achieve at least 50% of the learning towards an award while enrolled on a course leading to that award of this University.
- 50b For Foundation degrees, a student may claim APL credit for up to two-thirds (normally 150 credits, 10 modules) towards an award. 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 of this University.
- 50c For BTEC Higher National awards, a student may claim APL 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. 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 of this University.
- 50d For Bachelor degree courses, a student may claim APL credit for up to two-thirds (normally 240 credits, 16 modules or 270 credits, 18 modules in the case of a 390 credit sandwich degree) towards an award. Students must achieve at least one third of the learning towards

an award or 120 credits, whichever is the smaller, while enrolled on a course leading to that award of this University. A student entering the Honours level shall be required to:

- complete in 7 modules *and* pass 6 modules in order to graduate without honours;
- complete 8 modules *and* pass 7 modules in order to graduate with honours.

### **Module Registrations**

- 51 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 Section 3.2 Regulation 22) counts as a separate registration for the purposes of this regulation. Students given credit in accordance with the APL regulations and procedures shall be permitted a proportionately reduced total number of module registrations (See Section 10.1). A student who withdraws from his or her course (see Section 9.1, Regulation 30), or intermits with permission before the sixth week (see Section 9.1, Regulations 25-29) shall not have the modules for which he or she was registered included in the total number of module registrations.
- 51a A student enrolled on a Preparatory course shall not normally be permitted to register more than a total of 16 modules, although course specific regulations may specify a lower number.
- 51b A student enrolled on a Foundation degree shall not normally be permitted to register for more than a total of 24 modules at Certificate and Intermediate levels.
- 51c 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.

### **Modes of study**

- 52 Students shall be able to study full-time, part-time, during the day and/or the evening or by distance learning or any other approved mode of delivery as stated in the relevant course specification. Students shall be able to switch between modes of study without loss of standing.
- 53 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 3 modules in each semester (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.
- 54 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**

- 55 Each student shall have a programme of study, listing the modules to be studied in each semester for each level of the course. Where a student undertakes study under the ERASMUS programme, a programme of study shall be prepared in the form of an ECTS Learning Agreement. A programme of study shall be allocated to each full time student in advance of commencement of Certificate level or Preparatory level; subsequently it shall be the student's responsibility to compile and obtain approval for their programme of study from an authorised programme approver (see also Regulation 60 below).

- 56 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.
- 57 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.
- 58 Where a pre-requisite module at a lower level is specified for another module, a student must normally pass that pre-requisite before embarking upon study for the module. (See also Section 3.2 Regulation 6)
- 59 Students may only attend and be assessed in those modules included in their approved programme of study.
- 60 Programmes of study for continuing students shall normally be finalised before the end of the spring semester of the previous academic year. Unless precluded by pre-requisite requirements or other valid academic reason approved by a Personal Academic Adviser, a student will be required to follow a recommended programme of study which will be allocated to them if they fail to compile and obtain approval for their programme of study by this deadline.
- 61 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 51 above). Having withdrawn from a module a student shall not be permitted to replace it with an alternative module in the same semester. A student who withdraws from a module before week six will still be liable for tuition fees for the module in question. If a student is funded as a full time student then they will remain as a full time student. In these circumstances tuition fees will not be carried forward to a future year unless agreed by the Director of Academic Administration as laid out in Regulation 12 in Section 9.1.



## 3.2 Regulations for undergraduate assessment

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### Undergraduate assessment scheme

- 1 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).
- 2 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.
- 3 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the systems and arrangements in place for managing the quality and standards of taught provision.
- 4 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).
- 5 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may exceptionally specify that particular items of assessed work (or aggregations of components of assessment) must be passed in order for the module to be passed. Should an item of assessed work not be submitted a mark of zero (or fail grade in the case of BTEC Higher National awards) will be recorded for that item. Where a first assessment is submitted within the late coursework period it shall be marked. If the student does not have valid mitigating circumstances but the mark awarded would lead to an overall pass in the module, the assessment shall be accepted and a capped mark for the module will be recorded; except, where the student has achieved sufficient marks for an overall pass in the module excluding the mark for any late work, in which case a mark of zero will be recorded for the item of late work but the overall mark for the module will not be capped, but will instead be based solely on the work submitted by the deadline. Where an error in the computation of an assessment result or final awards has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.
- 6 Course specific regulations may exceptionally specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed. In the case of Bachelors degrees, a compulsory work placement module or period of study or work experience abroad shall always be required to be passed.

### Undergraduate Bachelors Degrees, Foundation Degrees and Preparatory Courses

- 7 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 40%.
- 8 If a student has taken a module but has not completed<sup>1</sup> it, no credit shall be awarded for that module nor shall the module count towards the achievement of any award. Such

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<sup>1</sup> An undergraduate module is deemed to be completed where:  
i) the student has passed the module on aggregate; or,

modules shall however be counted towards the total permitted number of module registrations (see Section 3.1 Regulation 51). 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.

### BTEC Higher National Awards

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

Distinction	}	Passing grades
Merit	}	
Pass	}	
Fail	}	

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

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

### Responsibilities of students

- 13 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.

- ii) the student has obtained a mark of at least 25% in the module and submitted the final component of assessment for the module.

- 14 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of each category.
- 15 It shall be the responsibility of students who believe they have valid reasons for late submission of an item of assessed work, absence from an examination or for non-submission of an item of assessed work, to submit a claim for mitigating circumstances<sup>2</sup> in accordance with the criteria and procedures for such claims (see Section 10.3).
- 16 It shall be the responsibility of students who believe their academic performance in an exam or in an item of coursework submitted by the due deadline, was significantly impaired by mitigating circumstances<sup>2</sup>, to submit an appeal the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 17 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances<sup>2</sup>, to submit an appeal to the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 18 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

### **Reassessment and retaking**

- 19 A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark has been awarded except where the outcome of a review of their academic progress (see Regulation 27 below) determines otherwise. A student shall not be entitled to be reassessed in any item of assessment for which a passing mark has been awarded. Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task. Where a reassessment instrument differs from the original assessment instrument, for example groupwork, the reassessment instrument should be clearly stated in the Module Booklet.
- 20 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. Course specific regulations shall specify the means of reassessment of any period of work experience or work-based learning.

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<sup>2</sup> A student may have a mitigating circumstances/academic performance claim accepted on two occasions only for a particular item of assessed work. A mark of zero will be awarded for that item of assessed work with no further entitlement to be reassessed, if it is not then attempted at the next available opportunity

- 21 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken. Alternatively, to enable reassessment to be undertaken earlier, students may be reassessed during the spring semester assessment period in the same academic year, where a module is offered in both semesters. However, if all the required elements are not attempted in a single assessment period, the module result shall not normally be published until the summer resit period.
- 22 If a module is passed following reassessment, the mark/grade shall be capped at a bare pass (i.e. 40% or pass grade for undergraduate modules).
- 23 Where a student has a further assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year, regardless of whether it is a first assessment or reassessment.
- 24 When a student has failed both the original assessment and the reassessment for a module (or has not attempted reassessment by the due date), the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 51, Section 3.1. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.
- 25 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.
- 26 Under the provisions of Regulation 19 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/grade gained by passing that module shall replace the mark previously awarded.
- 27 A student who has received failing marks in six or more modules (four modules for Preparatory courses) in a level shall be required to undertake a review of their academic performance with a Personal Academic Adviser. On the basis of this review, a recovery plan to complete the level may be agreed or the student may be counselled to leave the course and/or to seek readmission on a different course.

## **Progression**

### **Foundation Degrees**

- 28 A Foundation degree student shall be deemed to have completed the requirements of the Certificate level and permitted to progress to intermediate level when he or she has:
- completed modules equivalent to 120 credits at Certificate level (see Regulation 8 above) *and*
  - achieved passing marks in at least 90 credits of these modules, including any required by the course specific regulations to be passed (see Regulation 6 above).

### **Higher National Diplomas**

- 29 A Higher National Diploma student shall be deemed to have completed the requirements of the Certificate level when he or she has:
- completed modules equivalent to 120 credits at Certificate level *and*
  - achieved passing grades in at least 90 credits of these modules, including any required by the course specific regulations to be passed (see Regulation 6 above).

### **Undergraduate Bachelors Degrees**

- 30 A student shall be deemed to have completed the requirements of the Certificate level when he or she has:
- completed modules equivalent to 120 credits at Certificate level (see Regulation 8 above) *and*
  - achieved passing marks in at least 90 credits of these modules including any required by the course specific regulations to be passed (see Regulation 6 above).
- 31 A student will be deemed to have completed the requirements of the Intermediate level when he or she has:
- satisfied the requirements at Certificate level (see Regulation 30 above)
  - completed additional modules equivalent to 120 credits specified for study at the Intermediate level of the course (see Regulation 8 above) *and*
  - achieved passing marks in at least (90 credits of these modules, including any required by the course specific regulations to be passed (see Regulation 6 above).

### **Minimum criteria for awards**

- 32 Awards shall be conferred by Awards Boards at each level of a course, provided the student has achieved the learning outcomes of that level of the course.
- 33 For Preparatory courses, awards shall be conferred by Awards Boards at the highest stage achieved by each student, provided the student has achieved the learning outcomes of that stage of the course. Where a student is enrolled on a Preparatory level course which forms an integral part of a particular undergraduate course (or group of related courses) of longer duration, a certificate shall only be issued as a record of the highest level of award conferred (e.g. Bachelors, Diploma of Higher Education, Higher National Award etc).
- 34 Students who have not completed the course for which they have been registered and have not re-enrolled on the same course (or for Preparatory courses, the undergraduate course with which the Preparatory level course is associated) within a reasonable period shall be issued with a certificate as a record of the highest level of award conferred on them (see Section 8.2 Regulations for certification).

### **Preparatory Certificate**

- 35 A Preparatory Certificate in a named subject shall be awarded to a student who has:
- completed modules equivalent to 60 credits (4 modules) at Preparatory level, *and*
  - passed modules equivalent to at least 45 credits (3 modules) including any required by the course specific regulations to be passed.

### **Preparatory Diploma**

- 36 A Preparatory Diploma in a named subject shall be awarded to a student who has:
- completed modules equivalent to 120 credits (8 modules) at Preparatory level, *and*
  - passed modules equivalent to at least 90 credits (6 modules) including any required by the course specific regulations to be passed.

### **University Certificate**

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

### **Certificate of Higher Education**

- 38 A Certificate of Higher Education shall be awarded to a student who has:
- completed modules equivalent to 120 credits at Certificate level, *and*
  - passed modules equivalent to at least 90 credits (6 modules).

- 39 A Certificate of Higher Education (Foundation Degree) shall be awarded to a student who has:
- completed modules equivalent to 120 credits at Certificate level, *and*
  - passed modules equivalent to at least 90 credits (6 modules).
- 40 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:
- completed modules equivalent to 120 credits at Certificate level in his or her approved programme of study *and*
  - passed modules equivalent to at least 90 credits (6 modules).
- 41 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 modules equivalent to at least 75 credits (5 modules) specified in the named Single or Joint course(s), including any required by the course specific regulations to be passed (see Regulation 6 above).
- 42 A Certificate of Higher Education with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best 120 credits (8 modules) at Certificate level.
- 43 A Certificate of Higher Education (Foundation Degree) with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best 120 credits (8 modules) at Certificate level.
- 44 A Certificate of Higher Education with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best 120 credits (8 modules) at Certificate level.
- 45 A Certificate of Higher Education (Foundation Degree) with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best 120 credits (8 modules) at Certificate level.

### **Higher National Certificate (BTEC/Higher National Awards)**

- 46 A Higher National Certificate shall be awarded to a student who has achieved passing grades in 150 credits (10 modules) at least two at Intermediate level and the remainder at Certificate level.

### **University Diploma**

- 47 A University Diploma shall be awarded to a student who has:
- completed modules equivalent to 165 credits at Certificate and Intermediate levels, at least 45 credits of which are at Intermediate level, *and*
  - passed modules equivalent to at least 45 credits (3 modules) at Intermediate level and 90 credits (6 modules) at Certificate level.

### **Foundation Degree**

- 48 A Foundation Degree shall be awarded to a student who has:
- achieved passing marks in the period/all periods of work experience *and*
  - has completed the requirements of the Certificate level (see Regulation 30) *and*
  - completed modules equivalent to 120 credits at Intermediate level, *and*
  - passed modules equivalent to at least 105 credits (7 modules) at Intermediate level

- 49 A Foundation Degree with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best 120 credits (8 modules) at Intermediate level.
- 50 A Foundation Degree with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best 120 credits (8 modules) at Intermediate level.

### **Diploma of Higher Education**

- 51 A Diploma of Higher Education shall be awarded to a student who has:
- has completed the requirements of the Certificate level (see Regulation 30 above) *and*
  - completed modules equivalent to 120 credits specified for the Intermediate level of the course, *and*
  - passed modules equivalent to at least 105 credits (7 modules) specified for Intermediate level.
- 52 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 90 credits (6 modules) at Intermediate level and 75 credits (5 modules) at Certificate level specified in the named Single or Joint course(s), including any required by the course specific regulations to be passed (see Regulation 6 above).
- 53 A Diploma of Higher Education with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best 120 credits (8 modules) at Intermediate level.
- 54 A Diploma of Higher Education with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best 120 credits (8 modules) at Intermediate level.

### **Higher National Diploma (BTEC/Higher National Awards)**

- 55 A Higher National Diploma shall be awarded to a student who has completed the certificate level of the course and has achieved passing grades in 120 credits (8 modules) at Intermediate level.

### **Unclassified Bachelor's degree**

- 56 An unclassified Bachelor's degree (degree without honours) shall be awarded to a student who has:
- has completed the requirements of the Certificate level (see Regulation 30 above) *and*
  - completed modules equivalent to 120 credits specified for the Intermediate level of the course, *and*
  - passed modules equivalent to at least 105 credits (7 of modules) specified for Intermediate level *and*
  - passed at least an additional 60 credits (4 modules) at Honours level.
- A student who has entered the Honours level on the basis of APL credit shall be also required to satisfy Regulation 50d, Section 3.1.
- 57 An unclassified Bachelor's degree in a named subject shall be awarded to a student who has:
- fulfilled the requirements for an unclassified Bachelor's degree *and in so doing*
  - passed at least 60 credits (4 modules) specified in the named Single Honours course at each of Honours and Intermediate levels, including any required by the course specific regulations to be passed (see Regulation 6 above).
- 58 An unclassified Bachelor's degree in two named subjects shall be awarded to a student who has:

- fulfilled the requirements for an unclassified Bachelor's degree *and in so doing*
- passed at least 30 credits (2 modules) specified in the named Joint Honours course at each of Honours and Intermediate levels, including any required by the course specific regulations to be passed (see Regulation 6 above).

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

- 59 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 45 credits (3 modules) specified in the named Major course and 15 credits (1 module) in the named Minor course at each of Honours and Intermediate levels, including any required by the course specific regulations 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".
- 60 An unclassified Bachelor's degree with Merit shall be awarded to a student who has gained an average mark of at least 60% over the best 180 credits (12 modules) at Intermediate and Honours levels, including at least 60 credits (4 modules) at Honours level.
- 61 An unclassified Bachelor's degree with Distinction shall be awarded to a student who has gained an average mark of at least 70% over the best 180 credits (12 modules) at Intermediate and Honours levels, including at least 60 credits (4 modules) at Honours level.

### **Degree with Honours**

- 62 A degree with Honours shall be awarded to a student who has:
- completed the requirements at both Certificate and Intermediate levels (see Regulations 30 and 31 above) *and*
  - passed modules equivalent to at least 210 credits at Intermediate and Honours level *and*
  - passed modules equivalent to at least 90 credits at Honours level *and*
  - completed modules equivalent to 240 credits at Intermediate and Honours levels, (see Regulation 8 above) *and*
  - passed any modules required by the course specific regulations to be passed (see Regulation 6 above).
- A student who has entered the Honours level on the basis of APL credit shall be also required to satisfy Regulation 50d, Section 3.1.
- 63 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 150 credits (10 modules) at Honours and Intermediate levels in the named Single Honours course including all those required by the course specific regulations to be passed (see Regulation 6 above).
- 64 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 75 credits (5 modules) at Honours and Intermediate levels in each of the named Joint Honours courses including all those required by the course specific regulations to be passed (see Regulation 6 above).
- The two named subjects shall be linked in the degree title by the word "and".
- 65 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 105 credits (7 modules) at Honours and Intermediate levels in the named Major course and at least 45 credits (3 modules) at Honours and Intermediate

levels in the named Minor course, including all those required by the course specific regulations 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”.

- 66 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 62 above) by following a more broadly based programme of study than a course in a named subject.
- 67 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 45 credits (3 modules) passed at Honours and Intermediate levels. A Major award in Combined Studies shall be made on the basis of at least 105 credits (7 modules) passed at Honours and Intermediate levels. A Joint award in Combined Studies shall be made on the basis of at least 75 credits (5 modules) passed at Honours and Intermediate levels. Combined Studies shall be the last named component appearing within the award title.
- 68 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 210 credits (14 modules) passed at Honours and Intermediate levels.

#### **Honours classification**

- 69a) Subject to the satisfaction of the above criteria and to 69 b) below, the classification of the award shall be calculated on the basis of the best 225 credits (15 modules) at Intermediate and Honours level modules, at least 90 credits (6 modules) of which are at Honours level. A classification average over these 225 credits (15 modules) shall be calculated. Certificate level modules, where designed by the University into the Intermediate level of the course (in accordance with Regulation 48, Section 3.1), may not be included among the 225 credits (15 modules) to be counted for Honours classification. The average of the marks for the best 90 credits (6 modules) at Honours level shall contribute two thirds of the classification average; the average of the marks for the next best 135 credits (9 modules) at Intermediate or Honours level shall contribute one third of the classification average.
- 69b) Award titles that require the completion of a compulsory 30 credit placement at Honours level will have a classification average calculated over 255 credits (17 modules). Certificate level modules, where designed by the University into the Intermediate level of the course (in accordance with Regulation 48, Section 3.1), may not be included among the 255 credits (15 modules) to be counted for Honours classification. The average of the marks for the best 120 credits (8 modules) at Honours level shall contribute two thirds of the classification average; the average of the marks for the next best 135 credits (9 modules) at Intermediate or Honours level shall contribute one third of the classification average.
- 69c) Students admitted with advanced standing to the Intermediate level and who have partial exemption from the level under the provisions for Accreditation of Prior Learning shall have a classification average calculated over fewer modules. The best 90 credits at Honours level (120 credits for placement awards) will contribute two thirds of the classification average while the credit at Intermediate and Honours level that contributes the remaining one third shall be reduced (from 135 credits, as above) by the total of APL credit awarded at Intermediate level.
- 69d) Students entering the Honours level with advanced standing shall have a classification average calculated over 120 credits. The best 120 credits (8 modules) at Intermediate or Honours Level shall be identified (including at least 6 at Honours level). The best 105

credits (seven modules) of these shall be double weighted and the remaining 15 credits (one module) single weighted to produce the classification average in 70 below.

70 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.

71 If the classification average, as calculated in Regulation 69, falls no more than 3% short of the next highest classification boundary, the distribution of marks across the contributing module results at Honours and Intermediate levels will be considered. If the marks for at least half of these credits fall within a higher class than the overall average mark, the classification shall be raised by one class above that indicated by the classification average. Thus, students classified over 225 credits will require 120 credits (8 modules) in the higher class in order to have their classification raised; students classified over 255 credits will require 135 credits (9 modules) in the higher class in order to have their classification raised; students entering Honours level with advanced standing and classified over 120 credits will require 60 credits (4 modules) in the higher class in order to have their classification raised.

### **Aegrotat award**

72 An Aegrotat award may be awarded where a student has been certified as absent for valid reasons and is unable to complete the course and sufficient evidence has been submitted to the Awards Board. (See also Section 8.2 Regulation 19)

### **Award titles**

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

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

75 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.

76 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.

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

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

- 79 The award of Bachelor of Engineering (BEng) shall be reserved for undergraduate courses of specialised study in engineering.
- 80 The award of Master of Osteopathy (M.Ost) shall be reserved for the undergraduate integrated Masters course of specialised study in osteopathy.
- 81 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 4 - Postgraduate regulatory framework***

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

### Postgraduate Awards Framework

<i>Awards and awards descriptors</i>	<b>CATS points</b>	<b>ECTS credits</b>	<b>Maximum period of registration</b>
<p><b>Masters level awards</b></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>(Source: QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland)</p>			
Postgraduate Certificate (PGCert)	60 at Masters level	30	3 years
Postgraduate Diploma (PGDip)	120 at Masters level	60	4 years
Master of Arts (MA) Master of Science (MSc) Master of Laws (LLM) Master of Education (MEd) Master of Public Administration (MPA)  Master of Business Administration (MBA)	180 at Masters level       220 at Masters level	90       110	6 years       6 years
European Masters Degree  A Masters degree involving study in at least two European countries, conferred by several European HE institutions with degree awarding powers.		120	6 years

**Note:** *The maximum period of registration stated is that in which a student is normally expected to complete the award, including any agreed interruption of studies.*

<b>Awards and awards descriptors</b>	<b>Maximum period of registration</b>
Advanced Practitioner Diploma (AdvPracDip)  The holder of an AdvPracDip will have completed a programme of advanced professional and research training within an appropriate theoretical context and will have developed specialist professional skills and competencies.	6 years
For Integrated Masters programmes refer to the Undergraduate Awards Framework (Section 3.1)	

### **Introduction to the postgraduate regulatory framework**

- 1 The aim of the taught postgraduate modular 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 2.2) 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 postgraduate taught courses of London Metropolitan University. Where for good reason (most commonly requirements imposed by professional bodies as a condition of professional recognition) variations to the scheme regulatory framework or additional detailed regulations are approved on behalf of Academic Board for specific courses, such variations shall be included in course specific regulations, 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 on behalf of Academic Board, 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 for full time students who commence in September and at other defined periods for all other candidates 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 1.3 for definition of core, designate and elective modules.)

## Accreditation of Prior Learning (APL)

- 9 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 10.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to a maximum 50% of the volume of the intended award. In order to comply with visa requirements, APL credit for International students shall only be awarded for one module or a full semester. A student may be awarded a mixture of APCL and APEL credit.
- 10 A postgraduate student may claim APL credit up to 50% towards an award. Students must achieve at least 50% of the learning towards an award while enrolled on a course leading to that award of this University.

## Module Registrations

- 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 Section 4.2 Regulation 19) counts as a separate registration for the purposes of this regulation. Students given credit in accordance with the APL regulations and procedures shall be permitted a proportionately reduced total number of module registrations (see Section 10.1). A student who withdraws from his or her course (see Section 9.1 Regulation 30) or intermits with permission (see Section 9.1 Regulations 25-29) 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). 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. A student who withdraws from a module before week six will still be liable for tuition fees for the module in question. If a student is funded as a full time student then they will remain as a full time student. In these circumstances tuition fees will not be carried forward to a future year unless agreed by the Director of Academic Administration as laid out in Regulation 12 in Section 9.1.

## 4.2 Regulations for taught postgraduate assessment

- 1 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).
- 2 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.
- 3 There shall be standard university-wide deadlines for dissertation submission at the end of each semester and the summer studies period. These dates shall be specified and published in advance.
- 4 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
- 5 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).
- 6 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may exceptionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted a mark of zero will be recorded for that item. Where a first assessment is submitted within the late coursework period it shall be marked. If the student does not have valid mitigating circumstances but the mark awarded would lead to an overall pass in the module, the assessment shall be accepted and a capped mark for the module will be recorded; except, where the student has achieved sufficient marks for an overall pass in the module excluding the mark for any late work, in which case a mark of zero will be recorded for the item of late work but the overall mark for the module will not be capped, but will instead be based solely on the work submitted by the deadline. Where an error in the computation of an assessment result of final award has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.
- 7 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 50%.
- 8 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%

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

### Responsibilities of students

- 10 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.
- 11 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories.
- 12 It shall be the responsibility of students who believe they have valid reasons for late submission of an item of assessed work, absence from an examination or for non-submission of an item of assessed work, to submit a claim for mitigating circumstances<sup>1</sup> in accordance with the criteria and procedures for such claims (see Section 10.3).
- 13 It shall be the responsibility of students who believe their academic performance in an exam or in an item of coursework submitted by the due deadline, had been significantly impaired by mitigating circumstances<sup>1</sup>, to submit an appeal the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 14 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances<sup>1</sup>, to submit an appeal to the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 15 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic

<sup>1</sup> A student may have a mitigating circumstances/academic performance claim accepted on two occasions only for a particular item of assessed work. A mark of zero will be awarded for that item of assessed work with no further entitlement to be reassessed, if it is not then attempted at the next available opportunity.

misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

## Reassessment

- 16 A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark has been awarded except where the outcome of a review of their academic progress (see Regulation 24 below) determines otherwise. A student shall not be entitled to be reassessed in any item of assessment for which a passing mark has been awarded. Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task. Where reassessment instruments differ for reassessments, for example groupwork, the reassessment instruments should be clearly stated in the Module Booklet.
- 17 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. Course specific regulations shall specify the means of reassessment of any period of work experience or work-based learning.
- 18 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken. Alternatively, to enable reassessment to be undertaken earlier, students may be reassessed during the spring semester assessment period in the same academic year, where a module is offered in both semesters. However, if all the required elements are not attempted in a single assessment period, the module result shall not normally be published until the summer resit period.
- 19 Reassessment of a **dissertation** shall take place at the **next available assessment point** (i.e. January for September submissions, May for January submissions and September for May submissions).
- 20 If a module is passed following reassessment, the mark shall be capped at a bare pass (i.e. 50% for postgraduate modules).
- 21 Where a student has a further assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year, regardless of whether it is a first assessment or reassessment.
- 22 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 4.1. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.
- 23 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.
- 24 A student who has received failing marks in three modules (60 credits) shall be required to undertake a review of their academic performance with the course leader or nominee. On the basis of this review a recovery plan may be agreed or the student may be counselled to leave the course and/or to seek readmission on a different course.

## Minimum criteria for taught awards

- 25 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.
- 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 stage of award conferred on them (see Section 8.2 Regulations for certification).

### **Postgraduate Certificate**

- 27 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.
- 28 A Postgraduate Certificate with Merit shall be awarded to a student who has achieved
- an average mark of at least 60% and less than 70% across their approved programme of study *or*
  - an average mark of at least 59.5% across their approved programme of study *and* at least 60% in modules equivalent to 40 credits.
- 29 A Postgraduate Certificate with Distinction shall be awarded to a student who has achieved
- an average mark of at least 70% across their approved programme of study *or*
  - an average mark of at least 69.5% across their approved programme of study *and* at least 70% in modules equivalent to 40 credits.

### **Postgraduate Diploma**

- 30 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.
- 31 A Postgraduate Diploma with Merit shall be awarded to a student who has achieved
- an average mark of at least 60% and less than 70% across their approved programme of study *or*
  - an average mark of at least 59.5% across their approved programme of study *and* at least 60% in modules equivalent to 80 credits.
- 32 A Postgraduate Diploma with Distinction shall be awarded to a student who has achieved
- an average mark of at least 70% across their approved programme of study *or*
  - an average mark of at least 69.5% across their approved programme of study *and* at least 70% in modules equivalent to 80 credits.

### **Masters degree**

- 33 A Masters 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).
- 34 A Masters degree with Merit shall be awarded to a student who has achieved
- an average mark of at least 60% and less than 70% across their approved programme of study, including the dissertation or equivalent, where one is required *or*
  - an average mark of at least 59.5% across their approved programme of study *and* at least 60% in modules equivalent to 120 credits.
- 35 A Masters degree with Distinction shall be awarded to a student who has achieved
- an average mark of at least 70% across their approved programme of study, including the dissertation or equivalent, where one is required *or*

- an average mark of at least 69.5% across their approved programme of study *and* at least 70% in modules equivalent to 120 credits.

### **Aegrotat award**

- 36 An Aegrotat may be awarded where a student has been certified as absent for valid reasons and is unable to complete the course and sufficient evidence has been submitted to the Awards Board. (See also Section 8.2 Regulation 19).

### **Award titles**

- 37 The University's systems and arrangements in place for managing the quality and standards of taught provision, sometimes in conjunction with professional body procedures, shall determine the award titles in respect of individual courses, following the guidance below.
- 38 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.
- 39 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.
- 40 The award of Master of Science (MSc) shall be associated with studies substantially based on social sciences, computing, science or mathematics and their applications.
- 41 The award of Master of Laws (LLM) shall be reserved for postgraduate courses of specialised study in law.
- 42 The award of Master of Education (MEd) shall be reserved for postgraduate courses of specialised study in education.
- 43 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.
- 44 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 5 - Research Degree Regulatory Framework***

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## 5.1 Research Degrees Awards framework

<b>Awards and awards descriptors</b>	<b>CATS points</b>	<b>ECTS credits</b>	<b>Maximum period of registration</b>
<p><b>Masters level awards</b></p> <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)  Master of Research (MRes)</p> <p>These research Masters programmes shall include a compulsory and substantial component of advanced independent work, such as a dissertation or project. This component shall carry over half of the overall credits attributed to the programme.</p>	180 at Masters level	90	6 years
<p><b>Masters + level award</b></p> <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. (Refer to Section 5.2. 34-39 for Regulations in respect of the minimum and maximum registration period)</p>			
<p><b>Doctorate level awards</b></p> <p>Doctor of Philosophy (PhD)  Doctor Europaeus/Europaea (PhD(Eur))</p> <p>The holder of a PhD will have critically investigated and evaluated an approved topic, or carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context, both of which resulting in an independent and original contribution to knowledge. The student will also have demonstrated an understanding of research methods appropriate to the chosen field and presented and defended a thesis by oral examination to the satisfaction of the examiners.</p> <p>The holder of a European Doctorate (PhD(Eur)) will have additionally spent a period of research at another European institution outside the UK. (Refer to Section 5.2.34-39 for Regulations in respect of the minimum and maximum registration period)</p>			
<p>Doctor of Philosophy by Prior Output (PhD)</p> <p>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. (Refer to Section 5.2.34-39 for Regulations in respect of the minimum and maximum registration period)</p>			

**Note: The maximum period of registration stated is that in which a student is normally expected to complete the award, including any agreed interruption of studies.**

<b>Awards and awards descriptors</b>	<b>Maximum period of registration</b>
<p><b>Professional doctorates</b></p> <p>Doctor of Education (EdD) Professional Doctorate (DProf)</p> <p>The holder of a Professional Doctorate will have demonstrated the ability to conceptualise, design and implement a project for the generation of new applications or understanding at the forefront of an area of professional practice. They will also have demonstrated an understanding of research methods appropriate to the chosen field and presented a thesis based on professional practice and defended it by oral examination to the satisfaction of the examiners. (Refer to Section 5.2.34-39 for Regulations in respect of the minimum and maximum registration period)</p>	<p>8 years</p>
<p><b>Higher doctorates</b></p> <p>Doctor of Letters (DLitt) Doctor of Science (DSc)</p> <p>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. (Refer to Section 5.2.34-39 for Regulations in respect of the minimum and maximum registration period)</p>	

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

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### **Principles**

- 1 The University shall award the degrees of Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) to registered students who successfully complete approved programmes. In these regulations all references to PhD include the European Doctorate (Doctor Europaeus/Europaea PhD(Eur)) except where stated otherwise. The requirements for the award of higher doctorates (DLitt, DSc) are given in Regulations 153-161 below.
- 2 Programmes of research may be proposed in any field of study subject to the requirement that the proposed programme is capable of leading to scholarly research and to its presentation for assessment by appropriate examiners. The written thesis may be supplemented by material in other than written form if special provision has been made and agreed. All proposed research programmes shall be considered for research degree registration on their academic merits, on the University's ability to support the programme of study and without reference to the concerns or interests of any associated funding body (see also Regulation 15 below).
- 3 The MPhil shall be awarded to a student who has critically investigated and evaluated an approved topic and demonstrated an understanding of research methods appropriate to the chosen field or who has carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context and has presented and defended a thesis by oral examination to the satisfaction of the examiners.
- 4 The PhD shall be awarded to a student who has critically investigated and evaluated an approved topic or who has carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context, both of which must result in an independent and original contribution to knowledge. The student must also demonstrate an understanding of research methods appropriate to the chosen field and have presented and defended a thesis by oral examination to the satisfaction of the examiners.
- 5 The PhD shall also be awarded on the basis of prior output, where 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 the research degrees described in these regulations and shall ensure that the Research Degree Regulations are complied with (see Section 8.1: 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; or
  - 7.4 Doctor Europaeus (European doctorate).

- 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 Regulation 9 shall be considered on his or her merits and in relation to the nature and scope of the programme of work proposed. In considering an applicant in this category, the 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 Masters degree awarded by a UK university or an overseas Masters degree of equivalent standard, provided that the Masters degree is in a discipline which is considered by the University as appropriate to the proposed research and that the Masters degree included training in research and the execution of a research project.
- 12 Applicants for MPhil, MPhil with possibility of transfer to PhD, and PhD, whose first language is not English, shall provide evidence of English language skills demonstrated by:
- IELTS test at band 6.5 with all components at 6.0 or above , *or*
  - TOEFL with a score of 620 or above, with at least 5.0 in the test of written English or 260 or above 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 two years full-time or three years part-time prior to registration 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 139-152.

### **Enrolment and registration**

- 25 Successful applicants must enrol via the University's Graduate School Research 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 Section 8.1).

- 28 The registration process for MPhil or MPhil/PhD or PhD shall include 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 as well as opportunities for personal and professional development
  - 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 and/or attendance 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 for registration 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 at this University should be for a minimum of 12 months full-time or 24 months part-time.
- 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

A student registered for a European doctorate shall be required to spend a period of research of at least 16 weeks full-time (or the equivalent part-time) in another European country<sup>3</sup> at an institution or organisation approved by a sub-group of the Research Degrees Committee.

- 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 Research 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 Regulation 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 reports 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 to have 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. For students studying for a European Doctorate one of these supervisors (not the Director of Studies, see Regulation 42 below) must be located in the institution or organisation<sup>1</sup> in a European country outside the UK where the student is to spend part of their research time.
- 42 One supervisor shall be the Director of Studies (first supervisor) with responsibility to supervise the student on a regular and frequent basis.

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<sup>1</sup> A list of appropriate institutions, normally those which are full members of the European University Association, will be maintained by the Graduate School

- 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 have had 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 recommend 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 or PhD, the supervisor shall confirm that the student has satisfied any requirements of a programme of related studies taken during the period of registration.
- 56 A student shall normally be examined orally on the programme of work and on the field of study in which the programme lies. A student studying for a European doctorate shall be required to conduct part of the defence of his or her thesis in one of the official European languages other than English. An oral examination shall normally be held in the UK. In special cases the Research Degrees Committee may give approval for the examination to take place abroad.
- 57 A senior academic within the University shall be designated independent chair of the oral examination. The Chair is not an examiner and is independent of the candidate's supervisory team and research topic (Refer also to Section 10.6, the Procedures for the Conduct of the Research Degree Oral Examination).
- 58 Normally only the candidate, the examiners, the independent chair and, where the candidate permits, the supervisor(s), may be present at the oral examination. Should the supervisor(s) attend they do so in the capacity of observer(s) and as such, may not participate in the discussion and shall withdraw prior to the deliberations of the examiners on the outcome of the examination.
- 59 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.
- 60 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.
- 61 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.
- 62 Where there is evidence of cheating or plagiarism in the preparation of the thesis, or irregularities in the conduct of the examination, it shall be progressed and considered under the University's Procedures on Student Academic Misconduct (See Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures and their associated penalties for Research Degree allegations (see Section 10.5, Appendix 10.5.2)
- 63 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**

- 64 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.
- 65 The Chair of the Research Degrees Committee 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.
- 66 The Graduate School Research Office shall be responsible for the organisation of the oral examination and shall notify the student, all supervisors, the independent chair, the examiners and the Chair of Research Degrees Committee of the arrangements for the oral examination.
- 67 The Graduate School Research Office shall send a copy of the thesis to each examiner, together with an examiner's preliminary report form, and the University's Regulations including the Procedures for the Conduct of the Research Degree Oral Examination (Section 10.6) and shall ensure that the examiners are properly briefed as to their duties.

## **The student's responsibilities in the examination process**

- 68 The submission of the MPhil or PhD thesis is the sole responsibility of the student. It shall be the responsibility of the student to ensure that the MPhil or PhD thesis they submit for assessment is entirely their own and that they observe all rules and instructions governing examinations. Any allegation of plagiarism or any other impropriety shall be progressed under the Procedures on Student Academic Misconduct (see Regulation 62 above).
- 69 The student shall ensure that a specified number of copies of the thesis is submitted to the Graduate School Research Office before the expiry of the registration period. These may be submitted for examination either in a permanently bound form or in a temporary bound form, which is sufficiently secure to ensure that pages cannot be added or removed. The thesis must be presented in a permanent binding of the approved type as detailed in Regulation 110 before the degree can be awarded.
- 70 The student shall notify the Graduate School Research Office as to whether the MPhil or PhD thesis has been submitted with or without the approval of the supervisory team.
- 71 The student shall satisfy any conditions of eligibility for examination required by the Research Degrees Committee.
- 72 The student shall take no part in the arrangement of the examination and shall have no formal contact with the examiner(s) following their appointment.
- 73 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.
- 74 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.

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

## **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. For students studying for a European doctorate at least one of the examiners present at the oral examination shall be from a European country outside the UK and an additional examiner from a second European country outside the UK shall be appointed to examine the thesis and other materials forming part of the submission prior to the oral examination (see Regulation 81 below).
- 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 University shall determine and pay the fees and expenses of the examiners.

## **First examination**

- 81 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.
- 82 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.
- 83 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 84 is correct. Where the examiners are not in agreement, separate reports and recommendations shall be submitted.

- 84 Following the completion of the examination the examiners may recommend that:
- 84.1 the student be awarded the degree
  - 84.2 the student be awarded the degree subject to minor amendments being made to the thesis; these should normally be submitted within 3 months (see also Regulation 85);
  - 84.3 the student be permitted to resubmit for the degree and be re-examined, with or without an oral examination (see also Regulations 90-97);
  - 84.4 the student be not awarded the degree and be not permitted to be re-examined; or,
  - 84.5 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.
- 85 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.
- 86 Where the examiners' recommendations are not unanimous, the Research Degrees Committee may:
- 86.1 accept a majority recommendation (provided that the majority recommendation includes at least one external examiner);
  - 86.2 accept the recommendation of the external examiner; or
  - 86.3 require the appointment of an additional external examiner.
- 87 Where such an additional external examiner is appointed under Regulation 86.3 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.
- 88 The examiners shall not recommend that a student fail outright without holding an oral examination or other alternative examination.
- 89 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**

- 90 One re-examination may be permitted by the Research Degrees Committee, subject to the following requirements:
- 90.1 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;
  - 90.2 the examiners shall provide the student, through the Research Degrees Committee, with written guidance on the deficiencies of the first submission; and
  - 90.3 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 significant extenuating circumstances that occur during the calendar year, approve an extension of this period.

- 91 The Research Degrees Committee may require that an additional external examiner be appointed for the re-examination.
- 92 There are four forms of re-examination.
- 92.1 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;
- 92.2 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;
- 92.3 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;
- 92.4 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 90.3, without being requested to revise and re-submit the thesis.
- 93 In the case of a re-examination under Regulations 92.1, 92.2 or 92.3, 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.
- 94 Following the re-examination of the thesis under Regulation 92.1 or following an oral or other examination under Regulations 92.2, 92.3 or 92.4, 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 96 is correct.
- 95 Where the examiners are not in agreement, separate reports and recommendations shall be submitted. The recommendations shall be made on the appropriate form.
- 96 Following the completion of the re-examination the examiners may recommend that:
- 96.1 the student be awarded the degree;
- 96.2 the student be awarded the degree subject to minor amendments being made to the thesis;
- 96.3 the student not be awarded the degree and not be permitted to be re-examined;
- 96.4 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.
- 97 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

- 98 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.
- 99 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.
- 100 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.
- 101 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.
- 102 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.
- 103 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.
- 104 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.

- 105 Following the award of the degree the Graduate School Research Office shall lodge one copy of the thesis in the library of the University.
- 106 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.
- 107 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.

- 108 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.
- 109 The following requirements shall be adhered to in the format of the submitted thesis.
- 109.1 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;
- 109.2 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;
- 109.3 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;
- 109.4 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;
- 109.5 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;
- 109.6 pages shall be numbered consecutively through the main text including photographs and/or diagrams included as whole pages;
- 109.7 the title page shall give the following information:
- 109.7.1 the full title of the thesis;
- 109.7.2 the full name of the author;
- 109.7.3 that the degree is awarded by the University;
- 109.7.4 the award for which the degree is submitted in partial fulfilment of its requirements;
- 109.7.5 the collaborating organisation(s), if any; and
- 109.7.6 the month and year of submission.
- 110 The University library copy shall be bound as follows:
- 110.1 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
- 110.2 in at least 24pt type the outside front board shall bear the title of the work, the name and initials of the student, the qualification, and the year of submission; the same information (excluding the title of the work) shall be shown on the spine of the work, reading downwards.

## **Appeals against decisions of the Research Degrees Committee**

### **Introduction**

- 111 These regulations are intended to protect research degree students 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.
- 112 An appeal may only be lodged only in relation to a decision of the Research Degrees Committee which was made 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 appeal. In cases where delay has occurred as a result of confusion over which is the correct procedure to follow, the date of the first enquiry shall be considered to be the date on which the appeal was lodged.

- 113 The Director of Academic Administration has overall responsibility for the Regulations on appeals against decisions of the Research Degrees Committee.

### Validity and Invalidity

- 114 An appeal in respect of an academic judgment of the examiners arrived at through due process shall be deemed invalid.
- 115 For an appeal to be valid it **must**:
- 115.1 Be made in writing, be dated and bear the full name, student number and signature of the student;
  - 115.2 Specify the grounds for appeal from among those set down in Regulation 116 below;
  - 115.3 Include all appropriate, relevant, available supporting independent evidence;
  - 115.4 Be submitted to the Student Casework Office in the Department of Academic Administration or the Graduate School Research Office. Appeals submitted by post must be sent to the Student Casework Office **only**: the University cannot accept any responsibility for the receipt or late delivery of any such appeal.
  - 115.5 Be **received** within **ten working days** of the date of notification of the decision concerned.

### Grounds of appeal

- 116 An appeal can only be made on the following grounds:
- 116.1 that the student had been affected by mitigating circumstances which he/she had properly drawn attention to, but which the examiners had failed to take into account; or that the student had been affected by mitigating circumstances which he/she was unable, for **good reason** to draw proper attention; and/or,
  - 116.2 that in the conduct of the examination there was evidence of significant procedural irregularity which could include administrative error or unfair or improper assessment on the part of one or more of the examiners and that this, in turn, had a significant impact on the student.

### Consideration of an appeal

- 117 The Student Casework Office shall check each appeal for validity against the criteria listed in Regulations 114 and 115 above. Any appeals, which do not meet these criteria, shall be deemed invalid, and the student shall be informed of this decision in writing at the earliest opportunity. The student shall be provided with a further ten working days in which to submit further evidence to validate the appeal in accordance with Regulations 114 and 115 above.
- 118 The Student Casework Office shall consider each valid appeal and determine if the ground(s) listed in Regulation 116 has/have been clearly demonstrated. In establishing whether a student has clearly demonstrated the ground(s) of appeal, the Student Casework Office may liaise with the Graduate School Research Office. The Student Casework Office may also seek written or oral testimony from the examiners, from other persons present at the oral examination, from supervisors or other members of the academic staff, or further evidence or statements from the student as appropriate.
- 119 For a valid appeal in which the ground(s) listed in Regulation 116 has/have been clearly demonstrated, an Appeals Panel shall be convened.

- 120 For a valid appeal in which the student has not clearly demonstrated that the ground(s) of appeal have been met; the appeal shall be rejected. The Student Casework Office shall inform the student of this decision in writing at the earliest opportunity. The student shall be granted a further ten working days in which to submit relevant additional evidence to clearly demonstrate the ground(s) on which the appeal has been made.
- 121 The Student Casework Office shall consider further relevant additional evidence submitted for the deadline set down in Regulation 120 above and determine whether the ground(s) has/have been clearly demonstrated. In cases where the additional evidence clearly demonstrates that the ground(s) has/have been met, an Appeals Panel shall be convened. In cases where the additional evidence does not clearly demonstrate that the ground(s) of appeal has/have been met, the appeal shall be rejected and the student shall be informed of this decision in writing at the earliest opportunity. The student shall also be informed that the University's internal procedures for appeal have been exhausted.

### **Appeals Panel**

- 122 The Standing Committee<sup>2</sup> shall appoint up to three of its members from persons having experience of supervising and examining research degrees and who have had no previous involvement in the student's assessment, to act as an Appeals Panel and assign one member as Chair. In deciding the membership of such panels the Standing Committee shall have regard to potential conflicts of interest. No student shall be a member of an Appeals Panel. A senior member of the Student Casework Office shall act as Secretary. The Secretary shall supply all relevant documentation and evidence to the Panel.
- 123 The Appeals Panel shall meet within a reasonable period of time.
- 124 At least six working days before the intended date of the Appeals Panel meeting, the Secretary shall notify the student of the time and place at which the meeting shall take place. The student may, in person or by letter, address the Appeals Panel. The student shall have a right to be assisted by a friend at the Appeals Panel meeting.
- 125 If, on one occasion, the student provides the Secretary with a satisfactory reason for not being able to attend the meeting, the Secretary shall make such alternative arrangements as seem appropriate. The Secretary shall decide whether to make alternative arrangements on a second or subsequent occasion.
- 126 The Appeals Panel may summon to appear any person(s) whom it considers to be material witness(es), and call for any other evidence which it considers to be material.
- 127 The Chair of the Appeals Panel shall open the hearing by reviewing the documentation sent to members and shall seek from the student such clarification of the ground(s) for the appeal as may be thought necessary.
- 128 New evidence not notified in advance to the student or the Appeals Panel may only be introduced at the discretion of the Appeals Panel. Where the Panel is of the opinion that relevant evidence has not been presented but could be presented if the meeting was adjourned, it may adjourn the meeting for such evidence to be made available at a resumed meeting. The Appeals Panel should only adjourn the meeting if they are of the opinion that any further evidence which is likely to become available would have a significant impact on the outcome of the appeal.
- 129 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

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<sup>2</sup> The Standing Committee, appointed at the first Research Degrees Committee meeting of each academic year, shall be made up of six members of the Research Degrees Committee, including the Chair and the Deputy Chair.

of the Appeals Panel. At a closed session, the Appeals Panel shall only consider evidence presented earlier in the proceedings.

- 130 The Appeals Panel shall in its absolute discretion either dismiss the appeal, or uphold the appeal.
- 131 Where the Appeals Panel decides to dismiss the appeal, the original decision of the Research Development Committee shall stand. In such cases, the Secretary will write to the student outlining the reasons for the decision.
- 132 Where the Appeals Panel decides to uphold the appeal it shall, having particular regard to the impact of the circumstances and/or irregularity upon the student, recommend to the Research Degrees Committee:
- 132.1 that no action be taken, as the circumstances and/or irregularity did not have a significant impact upon the student;
- 132.2 that the examiners be invited to reconsider their decision; and/or,
- 132.3 that new examiners should be appointed.
- The Appeals Panel shall **not** have the authority to set aside the decision of the Research Degrees Committee and thereby to recommend the award of the degree.
- 133 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.
- 134 The Secretary shall provide a written report to the Research Degrees Committee informing them of the Appeals Panel's recommendation(s). The Research Degrees Committee shall inform the Student Casework Office of its decision who in turn shall, as soon as is practicable, inform the student, in writing, of this decision.
- 135 If, after the appeals Regulations have been followed to their conclusion, the student is still dissatisfied; they may wish to pursue the appeal further with the Office of the Independent Adjudicator for Higher Education<sup>3</sup>. In such cases students should request in writing, a Completion of Procedures letter from the Student Casework Office.
- 136 The Vice-Chancellor on behalf of the University shall have power to re-open any appeal where it appears that it would be in the interests of fairness to do so. When deciding whether to exercise this discretion, the Vice-Chancellor shall not normally exercise this power more than six months after the conclusion of the relevant proceedings.

#### **Note**

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

#### **Complaints Procedure**

- 137 Research degree students who wish to present a complaint should refer to the University's general Student Complaints Procedure. A student studying for a European doctorate who wishes to make a complaint about matters under the jurisdiction of the institution or organisation in another European country should use the complaints procedure of that institution or organisation.
- 138 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

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<sup>3</sup> [www.oiahe.org.uk](http://www.oiahe.org.uk)

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.**

- 139 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 two years full-time or three years part-time prior to registration for the award, or (ii) graduate alumni of the University.
- 140 A student shall apply in writing to the Graduate School Research 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.
- 141 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.
- 142 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).
- 143 A student shall, in addition, be required to submit an abstract and two copies of a covering document of normally 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.
- 144 Students shall be required:
- 144.1 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
  - 144.2 to declare which parts if any of the output or outputs submitted have previously been submitted for any such qualification; and
  - 144.3 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.
- 145 A student may not include with their submitted outputs work that has not been published or has not been in the public domain.

- 146 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.
- 147 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.
- 148 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 Degrees Committee.
- 149 The joint report of the examiners shall conclude with one of the following recommendations:  
149.1 that the student be awarded the degree of PhD; or  
149.2 that the student be awarded the degree of PhD subject to minor corrections or amendments to the covering document; or  
149.3 that the student not be awarded the degree of PhD.
- 150 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 149. 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.
- 151 One copy of the work submitted in support of a successful application shall be retained by the University and deposited in the library.
- 152 Regulations 111-136 of the Research Degree Regulations, Appeals against decisions of the Research Degrees Committee, apply to these provisions.

### **Provisions applying to the award of a higher doctorate**

- 153 Applications can be made for the following higher doctorates:
- Doctor of Letters (DLitt)
  - Doctor of Science (DSc)
- 154 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.
- 155 Applicants should normally be
- 155.1 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
- 155.2 holders, of at least four years' standing, of a higher degree such as a Masters or research degree or of a qualification of equivalent standard.
- 156 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).

- 157 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:
- 157.1 a completed application form
  - 157.2 a statement of 2,000 to 5,000 words setting out the applicant's view of the nature and significance of the work submitted;
  - 157.3 a full statement of the extent of the applicant's contribution to work submitted, involving joint authorship or other types of collaboration.
- 158 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.
- 159 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.
- 160 The University shall retain one copy of the full documentation in support of a successful application.
- 161 Regulations 111-136 of the Research Degree Regulations, Appeals against decisions of the Research Degrees Committee, apply to these provisions.



## 5.3 Regulatory framework for Professional Doctorate programmes

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### Introduction

- 1 The aim of the Professional Doctorate is to provide an alternative award of equivalent standard to a Doctor of Philosophy (PhD) for the development of specialist professional and research skills and competencies within an appropriate intellectual framework.
- 2 A professional doctorate shall be awarded to a student who has:
  - passed all the elements of the preparatory stage of the programme equivalent to 180 credits at Masters and/or Doctoral level *and*
  - undertaken a significant piece of empirical research involving critical investigation and evaluation and demonstrating independent thought and research creativity, equivalent to 360 credits at Doctoral level such as would be completed in two years of full-time study, resulting in the production of a thesis *and*
  - demonstrated an understanding of research methods appropriate to the field of study *and*
  - presented and defended a thesis by oral or alternative examination to the satisfaction of the examiners.
- 3 The award shall be conferred by the Research Degrees Committee, acting as an Awards Board, under powers delegated to it by the Academic Board of the University.

### Admission to a professional doctorate programme

- 4 Applications may be made for the award of professional doctorate leading to named awards which have been validated in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
- 5 Each application shall be considered in line with the University's generic principles for admissions (see Section 2.2) and the English language requirements for research degree students (see Section 5.2 Regulations 12-14). Students shall normally be required to hold a first or upper second class honours degree of a UK university or a qualification or other experience which is regarded by the University as equivalent to such an honours degree. Authorised admitting officers shall determine which applicants are to be admitted in accordance with the entrance requirements for each professional doctorate programme specified in the relevant course specific regulations. The authorised admitting officer shall satisfy him or herself that each student is proposing to conduct research in an appropriate field of study in which the University is able to provide appropriate facilities for the conduct of scholarly research, including adequate and sustainable supervision.
- 6 Students may normally study in full- or part-time mode and may transfer between these modes of study.

### Professional doctorate programme structure

#### Preparatory stage

- 7 Course specific regulations for each professional doctorate programme, approved at validation, shall specify the structure of each programme leading to a named award.
- 8 The preparatory stage of the programme shall normally include some taught elements, which shall be based on a teaching year comprising an autumn and a spring semester of 15 weeks each and a summer studies period, making 48 weeks in total.

- 9 Study in full-time mode towards the preparatory stage of the programme shall normally comprise 60 credits (normally 3 modules) denoting 600 learning hours in each of the three study periods (see Regulation 8 above).
- 10 Each taught module shall normally be worth 20 credits, denoting 200 learning hours, and shall be delivered in a single semester. Larger or smaller modules may be approved at validation where the nature of the programme justifies this.
- 11 The preparatory stage of the programme shall include one or more modules dealing with research methods and preparation for the thesis stage (see Regulation 41 below). The preparatory stage may also include a dissertation defined as a substantial piece of independent work, synthesising earlier learning, and which may be a written piece of work, a project incorporating a report, an artefact incorporating a commentary or equivalent piece of work original to the author, critically reflective and normally produced under supervision, unless exceptional circumstances prevail. A dissertation shall normally be concerned with the same field of study as the student proposes to work on in his or her thesis.
- 12 Course specific regulations shall specify the core, designate and, where available, elective modules which constitute the preparatory stage of the programme.
- 13 Students may only attend and be assessed in those modules included in their programme of study which has been approved by an authorised programme approver in accordance with course specific regulations. Programmes of study for individual students shall normally be finalised before the start of the semester.
- 14 A student 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. Having withdrawn from a module a student shall not be permitted to replace it with an alternative module in the same semester. A student who withdraws from a module before week six will still be liable for tuition fees for the module in question. If a student is funded as a full time student then they will remain as a full time student. In these circumstances tuition fees will not be carried forward to a future year unless agreed by the Director of Academic Administration as laid out in Regulation 12 in Section 9.1.

### **Accreditation of Prior Learning (APL)**

- 15 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 10.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to a maximum 50% of the preparatory stage. In order to comply with visa requirements, APL credit for International students shall only be awarded for one module or a full semester. A student may be awarded a mixture of APCL and APEL credit.
- 16 A professional doctorate programme student may claim APL credit up to 50% of the preparatory stage of the programme. Students must achieve at least 50% of the learning towards the preparatory stage of the programme while enrolled at this University.

### **Assessment of the preparatory stage of the programme**

- 17 Students shall be assessed in the modules constituting the preparatory stage of the professional doctorate programme in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).

- 18 Each student shall be offered an opportunity to be assessed in each module under an approved scheme of assessment during the period in which the module is studied.
- 19 There may be a number of items of assessed work for each module. The module specification shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
- 20 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).
- 21 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted a mark of zero will be recorded for that item. Where a first assessment is submitted within the late coursework period it shall be marked. If the student does not have valid mitigating circumstances but the mark awarded would lead to an overall pass in the module, the assessment shall be accepted and a capped mark for the module will be recorded; except, where the student has achieved sufficient marks for an overall pass in the module excluding the mark for any late work, in which case a mark of zero will be recorded for the item of late work but the overall mark for the module will not be capped, but will instead be based solely on the work submitted by the deadline. Where an error in the computation of an assessment result or final awards has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.
- 22 On the basis of performance in the approved assessment scheme each student shall be awarded marks for each module reported in percentages. The pass mark for all modules shall be 50%.
- 23 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**

- 24 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.
- 25 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.
- 26 It shall be the responsibility of students who believe they have valid reasons for late submission of an item of assessed work, absence from an examination or for non-submission of an item of assessed work, to submit a claim for mitigating circumstances<sup>1</sup> in accordance with the criteria and procedures for such claims (see Section 10.3).
- 27 It shall be the responsibility of students who believe their academic performance in an exam or in an item of coursework submitted by the due deadline, had been significantly impaired

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<sup>1</sup> A student may have a mitigating circumstances/academic performance claim accepted on two occasions only for a particular item of assessed work. A mark of zero will be awarded for that item of assessed work with no further entitlement to be reassessed, if it is not then attempted at the next available opportunity.

by mitigating circumstances<sup>1</sup>, to submit an appeal the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).

- 28 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances<sup>1</sup>, to submit an appeal to the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 29 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

#### **Reassessment in the preparatory stage of the programme**

- 30 A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark has been awarded. Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task. Where reassessment instruments differ for reassessments, for example groupwork, the reassessment instruments should be clearly stated in the Module Booklet.
- 31 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.
- 32 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken. Alternatively, to enable reassessment to be undertaken earlier, students may be reassessed during the spring semester assessment period in the same academic year, where a module is offered in both semesters. However, if all the required elements are not attempted in a single assessment period, the module result shall not normally be published until the summer resit period.
- 33 If a module is passed following reassessment, the mark shall be capped at bare pass (i.e. 50% for postgraduate modules).
- 34 Where a student has a further assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year, regardless of whether it is a first assessment or reassessment.
- 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, unless the course specific regulations specify to the contrary. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.

- 36 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.

### **Progression to the thesis stage of the programme**

- 37 Once a year the Director of Studies (see Regulation 41 below) or other nominated tutor shall review with each student his or her academic performance to establish whether the student's progress is satisfactory. On the basis of this review the student may be counselled by the Subject Standards Board (if during the preparatory stage of the programme) or the Research Degrees Committee (if during the thesis stage of the programme) not to continue the programme until he or she has passed any failed modules or completed particular items of work, or to leave the programme.
- 38 Students shall normally be required to pass at least two thirds of the preparatory stage of programme before registering a thesis title (see Regulation 41 below). Course specific regulations may specify additional requirements for progression from the preparatory stage to the thesis stage of the programme (see Regulation 51 below). Supervision of the thesis shall not commence until the student has passed the 180 credit preparatory stage in its entirety.
- 39 A student who has passed modules within the preparatory stage of a programme equivalent to at least 180 credits at Masters and/or Doctoral level, (which may include the completion of a dissertation) and withdraws from the programme shall have a Masters level award, as approved at validation, conferred on him or her by the University Awards Board in accordance with the course specific regulations.

### **Thesis stage**

#### **Thesis**

- 40 A Professional Doctorate shall require all students to prepare a thesis, which shall involve a substantial volume of independent work and generate new applications or understanding that extend the frontier of knowledge in an area of professional practice. Course specific regulations shall determine the composition of the thesis, which may consist of several pieces of work, which together constitute the thesis. The project(s) which contribute to the thesis will be based on appropriate professional practice which may be obtained through work-based learning and experience, acquired before (where appropriate and not precluded by course specific regulations) or during the programme and through study at the University.
- 41 Each student shall register his or her thesis title through the University Research Degrees Committee before he or she commences the research programme to produce the thesis (see also Regulation 39 above). Registration may only take place following approval by the Research Degrees Committee or its sub-committees of the programme of research and the supervision arrangements (including appointment of a Director of Studies) and research facilities. The Research Degrees Committee shall normally consider applications for the thesis to be treated confidentially (in line with Regulation 120 below) at this stage, but if necessary such applications may be made at a later point in time.
- 42 Where the student's own creative work forms a significant part of the intellectual enquiry within the programme of research, the creative work must be clearly presented in relation to the argument of a written thesis and set in its relevant theoretical, historical, critical, design or professional context. The written component(s) of the thesis shall conform to the usual scholarly requirements. The final submission must be accompanied by a permanent record of the creative work. Where practical such a record should be bound with the written components of the thesis.

- 43 The amount and extent of the output should be such as would be expected as a result of a minimum of two years full-time study or its equivalent in part-time work. Unless the course specific regulations specify to the contrary all the components of the written thesis taken together should normally be within the range:  
25,000 – 30,000 words if in the field of Art/Design or Science/Technology  
40,000 – 60,000 words if in the field of Arts, Education, or Social Sciences  
20,000 – 30,000 words if related to practice-based production of artefacts.
- 44 There shall normally be an abstract, in English, of approximately 300 words bound into the thesis which shall provide a synopsis of the thesis stating the nature and scope of the work undertaken and of the contribution made to the knowledge of the subject treated.
- 45 The thesis shall acknowledge published or other sources of material consulted (including an appropriate bibliography) and any assistance received.
- 46 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.
- 47 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.
- 48 In exceptional circumstances, a student may be allowed to submit in a language other than English, if approved by the Research Degrees Committee when notified of the registration (see Regulation 41 above) and if appropriate supervisors and examiners are available.

#### **Examination of the thesis - general**

- 49 The examination of the thesis shall have two stages: firstly the submission and preliminary assessment of the thesis and secondly its defence by oral examination or alternative examination as approved at validation and specified in course specific regulations.
- 50 The student shall be required to pass all elements of the preparatory stage of the programme before the thesis may be submitted for examination. The Director of Studies shall submit to the Research Degrees Committee confirmation from the relevant Subject Standards Board that the student has passed the preparatory stage of the programme before the examiners are appointed (see Regulation 69 below).
- 51 A student shall normally be examined orally on the programme of work and on the field of study in which the programme lies. The course specific regulations shall specify the general arrangements for the oral examination or alternative means of assessing the thesis and make known to the student the procedure to be followed for the submission of the thesis.
- 52 A senior academic within the University shall be designated independent chair of the oral examination. The Chair is not an examiner and is independent of the candidate's supervisory team and research topic (Refer also to Section 10.6, the Procedures for the Conduct of the Research Degree Oral Examination).
- 53 Normally only the candidate, the examiners, the independent chair and, where the candidate permits, the supervisor(s), may be present at the oral examination. Should the supervisor(s) attend they do so in the capacity of observer(s) and as such, may not participate in the discussion and shall withdraw prior to the deliberations of the examiners on the outcome of the examination.
- 54 The Research Degrees Committee shall make a decision on the reports and recommendation(s) of the examiners in respect of the student.

- 55 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.
- 56 The award of professional doctorate may be made posthumously to a student on the basis of passing the preparatory stage of the programme and completion of a thesis which is ready for submission for examination. In such cases the Research Degrees Committee shall seek evidence that the student would have been likely to have been successful had the oral examination taken place.
- 57 Where there is evidence of cheating or plagiarism in the preparation of the thesis, or irregularities in the conduct of the examination, it shall be progressed and considered under the University's Procedures on Student Academic Misconduct (See Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures and their associated penalties for Research Degree allegations (see Section 10.5, Appendix 10.5.2)
- 58 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 and course specific 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 require a new examination to take place with new examiners.

### **The student's responsibilities in the examination process**

- 59 The submission of the thesis is the sole responsibility of the student. It shall be the responsibility of the student to ensure that the thesis they submit for assessment is entirely their own and that they observe all rules and instructions governing examinations. Any allegation of plagiarism or any other impropriety shall be progressed under the Procedures on Student Academic Misconduct (see Regulation 57 above).
- 60 The student shall ensure that a specified number of copies of the thesis, accompanied where appropriate by any original artefacts, is submitted to the Graduate School Research Office of the University by the due deadline. The paper-based (written components) of the thesis may be submitted for examination either in a permanently bound form or in a temporary bound form, which is sufficiently secure to ensure that pages cannot be added or removed.
- 61 The student shall take no part in the arrangement of the examination and shall have no formal contact with the examiner(s) following their appointment.
- 62 The student shall confirm that the thesis has not been submitted for a comparable academic award. The student shall not be precluded from incorporating in the thesis, covering a wider field, work which has already been submitted for a degree or comparable award, provided that it is indicated, on the declaration form and also on the thesis, which work has been so incorporated. The student shall ensure that the thesis format and components are in accordance with the requirements set down in the course specific regulations.
- 63 Any mitigating circumstances pertaining to the oral examination should be disclosed at the outset of oral examination process.

### **Examiners**

- 64 Each student shall normally be examined by at least two examiners of whom at least one shall be an external examiner.
- 65 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.
- 66 Where the student is on the permanent staff of the University in any capacity, an additional 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.
- 67 Examiners shall be appointed according to the following criteria:
- 67.1 experienced in research in the general area of the student's thesis; and
  - 67.2 have relevant professional experience in the topic(s) to be examined; and
  - 67.3 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
  - 67.4 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.
- 68 The University shall determine and pay the fees and expenses of the examiners.
- 69 Course specific regulations shall specify the process for proposing the arrangements for the examination of the thesis of each individual student to the Research Degrees Committee. The Research Degrees Committee, or one of its sub-committees, shall approve these arrangements individually.
- 70 The Graduate School Research Office shall be responsible for the organisation of the oral or alternative examination and shall notify the student, all supervisors, the examiners and the chair of Research Degrees Committee of the arrangements for the examination.
- 71 The Graduate School Research Office shall send a copy of the thesis to each examiner, together with an examiner's preliminary report form and the University's regulations and shall ensure that the examiners are properly briefed as to their duties. The examiners may request information about an individual student's performance in the preparatory stage of the programme and may inspect any items of assessed work.

### **The examiners' responsibilities**

- 72 Each examiner shall read and examine all the components of the thesis 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 research requirements of the degree and where possible make an appropriate provisional recommendation subject to the outcome of any oral examination.
- 73 Where the examiners are of the opinion that the thesis is so unsatisfactory that no useful purpose would be served by conducting an oral or alternative examination, they may recommend that the thesis is referred 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.

- 74 Following the oral or alternative examination the examiners shall, where they are in agreement, submit a joint report and recommendation relating to the award of the degree to the Chair of 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 76 is correct. Where the examiners are not in agreement, separate reports and recommendations shall be submitted.
- 75 Following the completion of the examination the examiners may recommend that:
- 75.1 the student be awarded the degree
  - 75.2 the student be awarded the degree subject to minor amendments being made to the thesis; these should normally be submitted within 3 months;
  - 75.3 the student be permitted to resubmit for the degree and be re-examined, with or without an oral or alternative examination; or
  - 75.4 the student not be awarded the degree of Professional Doctorate but be permitted to amend the work to the requirements of an MPhil (where one has been approved at validation) and to submit for the MPhil award, as described in course specific regulations; or
  - 75.5 the student be not awarded the degree and be not permitted to be re-examined.
- 76 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.
- 77 Where the examiners' recommendations are not unanimous, the Research Degrees Committee may:
- 77.1 accept a majority recommendation (provided that the majority recommendation includes at least one external examiner);
  - 77.2 accept the recommendation of the external examiner; or
  - 77.3 require the appointment of an additional external examiner.
- 78 Where such an additional external examiner is appointed under Regulation 77.3 he or she shall prepare an independent preliminary report on the basis of the thesis and, if considered necessary, may conduct a further oral or alternative examination. That examiner should not be informed of the recommendations of the other examiners. On receipt of the report from the additional examiner the Research Degrees Committee shall complete the examination.
- 79 The examiners shall not recommend that a student fail outright without holding an oral examination or other alternative examination.
- 80 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**

- 81 One re-examination may be permitted by the Research Degrees Committee, subject to the following requirements:
- 81.1 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;
  - 81.2 the examiners shall provide the student, through the Research Degrees Committee, with written guidance on the deficiencies of the first submission; and

- 81.3 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.
- 82 The Research Degrees Committee may require that an additional external examiner be appointed for the re-examination.
- 83 There are four forms of re-examination.
- 83.1 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;
- 83.2 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;
- 83.3 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;
- 83.4 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 81.3, without being requested to revise and re-submit the thesis.
- 84 In the case of a re-examination under Regulations 83.1, 83.2 or 83.3, 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.
- 85 Following the re-examination of the thesis under Regulation 83.1 or following an oral or other examination under Regulations 83.2, 83.3 or 83.4, 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 87 is correct.
- 86 Where the examiners are not in agreement, separate reports and recommendations shall be submitted. The recommendations shall be made on the appropriate form.
- 87 Following the completion of the re-examination the examiners may recommend that:
- 87.1 the student be awarded the degree; *or*
- 87.2 the student be awarded the degree subject to minor amendments being made to the thesis; *or*
- 87.3 the student not be awarded the degree and not be permitted to be re-examined; *or*
- 87.4 the student not be awarded a professional doctorate but be permitted to amend the work to the requirements of a lower award specified in the course specific regulations *or*

87.5 the student be not awarded the degree.

88 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.

## Appeals against decisions of the Research Degrees Committee

### Introduction

89 These regulations are intended to protect research degree students 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.

90 An appeal may only be lodged only in relation to a decision of the Research Degrees Committee which was made 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 appeal. In cases where delay has occurred as a result of confusion over which is the correct procedure to follow, the date of the first enquiry shall be considered to be the date on which the appeal was lodged.

91 The Director of Academic Administration has overall responsibility for the Regulations on appeals against decisions of the Research Degrees Committee.

### Validity and Invalidity

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

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

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

93.2 Specify the grounds for appeal from among those set down in Regulation 94 below;

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

93.4 Be submitted to the Student Casework Office in the Department of Academic Administration or the Graduate School Research Office. Appeals submitted by post must be sent to the Student Casework Office **only**: the University cannot accept any responsibility for the receipt or late delivery of any such appeal.

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

### Grounds of appeal

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

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

94.2 that in the conduct of the examination there was evidence of significant procedural irregularity which could include administrative error or unfair or improper assessment

on the part of one or more of the examiners and that this, in turn, had a significant impact on the student.

### **Consideration of an appeal**

- 95 The Student Casework Office shall check each appeal for validity against the criteria listed in Regulations 92 and 93 above. Any appeals, which do not meet these criteria, shall be deemed invalid, and the student shall be informed of this decision in writing at the earliest opportunity. The student shall be provided with a further ten working days in which to submit further evidence to validate the appeal in accordance with Regulations 92 and 93 above.
- 96 The Student Casework Office shall consider each valid appeal and determine if the ground(s) listed in Regulation 94 has/have been clearly demonstrated. In establishing whether a student has clearly demonstrated the ground(s) of appeal, the Student Casework Office may liaise with the Graduate School Research Office. The Student Casework Office may also seek written or oral testimony from the examiners, from other persons present at the oral examination, from supervisors or other members of the academic staff, or further evidence or statements from the student as appropriate.
- 97 For a valid appeal in which the ground(s) listed in Regulation 94 has/have been clearly demonstrated, an Appeals Panel shall be convened.
- 98 For a valid appeal in which the student has not clearly demonstrated that the ground(s) of appeal have been met; the appeal shall be rejected. The Student Casework Office shall inform the student of this decision in writing at the earliest opportunity. The student shall be granted a further ten working days in which to submit relevant additional evidence to clearly demonstrate the ground(s) on which the appeal has been made.
- 99 The Student Casework Office shall consider further relevant additional evidence submitted for the deadline set down in Regulation 98 above and determine whether the ground(s) has/have been clearly demonstrated. In cases where the additional evidence clearly demonstrates that the ground(s) has/have been met, an Appeals Panel shall be convened. In cases where the additional evidence does not clearly demonstrate that the ground(s) of appeal has/have been met, the appeal shall be rejected and the student shall be informed of this decision in writing at the earliest opportunity. The student shall also be informed that the University's internal procedures for appeal have been exhausted.

### **Appeals Panel**

- 100 The Standing Committee<sup>2</sup> shall appoint up to three of its members from persons having experience of supervising and examining research degrees and who have had no previous involvement in the student's assessment, to act as an Appeals Panel and assign one member as Chair. In deciding the membership of such panels the Standing Committee shall have regard to potential conflicts of interest. No student shall be a member of an Appeals Panel. A senior member of the Student Casework Office shall act as Secretary. The Secretary shall supply all relevant documentation and evidence to the Panel.
- 101 The Appeals Panel shall meet within a reasonable period of time.
- 102 At least six working days before the intended date of the Appeals Panel meeting, the Secretary shall notify the student of the time and place at which the meeting shall take place. The student may, in person or by letter, address the Appeals Panel. The student shall have a right to be assisted by a friend at the Appeals Panel meeting.

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<sup>2</sup> The Standing Committee, appointed at the first Research Degrees Committee meeting of each academic year, shall be made up of six members of the Research Degrees Committee, including the Chair and the Deputy Chair.

- 103 If, on one occasion, the student provides the Secretary with a satisfactory reason for not being able to attend the meeting, the Secretary shall make such alternative arrangements as seem appropriate. The Secretary shall decide whether to make alternative arrangements on a second or subsequent occasion.
- 104 The Appeals Panel may summon to appear any person(s) whom it considers to be material witness(es), and call for any other evidence which it considers to be material.
- 105 The Chair of the Appeals Panel shall open the hearing by reviewing the documentation sent to members and shall seek from the student such clarification of the ground(s) for the appeal as may be thought necessary.
- 106 New evidence not notified in advance to the student or the Appeals Panel may only be introduced at the discretion of the Appeals Panel. Where the Panel is of the opinion that relevant evidence has not been presented but could be presented if the meeting was adjourned, it may adjourn the meeting for such evidence to be made available at a resumed meeting. The Appeals Panel should only adjourn the meeting if they are of the opinion that any further evidence which is likely to become available would have a significant impact on the outcome of the appeal.
- 107 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.
- 108 The Appeals Panel shall in its absolute discretion either dismiss the appeal, or uphold the appeal.
- 109 Where the Appeals Panel decides to dismiss the appeal, the original decision of the Research Development Committee shall stand. In such cases, the Secretary will write to the student outlining the reasons for the decision.
- 110 Where the Appeals Panel decides to uphold the appeal it shall, having particular regard to the impact of the circumstances and/or irregularity upon the student, recommend to the Research Degrees Committee:
- 110.1 that no action be taken, as the circumstances and/or irregularity did not have a significant impact upon the student;
  - 110.2 that the examiners be invited to reconsider their decision; and/or,
  - 110.3 that new examiners should be appointed.
- The Appeals Panel shall **not** have the authority to set aside the decision of the Research Degrees Committee and thereby to recommend the award of the degree.
- 111 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.
- 112 The Secretary shall provide a written report to the Research Degrees Committee informing them of the Appeals Panel's recommendation(s). The Research Degrees Committee shall inform the Student Casework Office of its decision who in turn shall, as soon as is practicable, inform the student, in writing, of this decision.
- 113 If, after the appeals Regulations have been followed to their conclusion, the student is still dissatisfied; they may wish to pursue the appeal further with the Office of the Independent

Adjudicator for Higher Education<sup>3</sup>. In such cases students should request in writing, a Completion of Procedures letter from the Student Casework Office.

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

#### **Note**

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

#### **Complaints procedure**

- 115 Students who wish to present a complaint should refer to the University's general Student Complaints Procedure.
- 116 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 Professional Doctorate programme director, 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.

#### **Retention of the thesis**

- 117 Before the degree can be conferred on the student at a ceremony all the written components of the thesis must be presented in a permanent binding so that leaves cannot be removed or replaced; the front and rear boards shall have sufficient rigidity to support the weight of the work when standing upright; the outside front board shall bear the title of the work, the name and initials of the student, the qualification and the year of submission all in at least 24pt type; the same information (excluding the title of the work) shall be shown on the spine of the work, reading downwards. The written components of the thesis shall be accompanied, where appropriate, by a permanent record of any creative work. The student shall attest (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.
- 118 Following the award of the degree the Graduate School Research Office shall lodge one copy of the thesis in the library of the University.
- 119 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 (see Regulation 120 below), shall only be made available to those who were directly involved in the project.
- 120 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

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<sup>3</sup> [www.oiahe.org.uk](http://www.oiahe.org.uk)

commercially or politically sensitive material or where ethical considerations require this. A thesis shall not be restricted in this way in order to protect research leads. Work judged to be confidential on ethical grounds shall remain on restricted access. While the normal maximum period of confidentiality for other work is two years, in exceptional circumstances the 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.

- 121 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.



## **5.4 Regulatory framework for Research Masters courses**

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### **Introduction**

- 1 The aim of a Research Masters course is to provide students with a broad appreciation of research methods and methodology, which may be applicable to a particular discipline, enabling students to gain appropriate subject specific and transferable skills to be eligible to progress to a PhD programme or to develop professional competencies. Students will demonstrate knowledge and skills gained through the completion of a substantial piece of advanced independent research.
- 2 A Research Masters course shall lead to a named award validated in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision (e.g. MA by Research, MA in Research, MA by Project).
- 3 This regulatory framework applies to all the Research Masters courses of London Metropolitan University. Where for good reason (for example requirements imposed by professional bodies as a condition of professional recognition), variations to the scheme regulatory framework or additional detailed regulations are approved on behalf of Academic Board for specific courses, such variations shall be included in course specific regulations, which shall augment, but be subservient to, this scheme regulatory framework.

### **Research Masters course structure**

- 4 All Research 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 Course specific regulations for each Research Masters course, approved at validation, shall specify the structure of each course or group of courses leading to named awards. There shall normally be three or four taught modules, each 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 on behalf of Academic Board, shall contribute proportionately in the calculation of a student's overall mark.
- 6 One of the core taught modules shall deal with Research Methods.
- 7 All Research Masters courses shall require students to produce a dissertation which is defined as a substantial piece of independent work, synthesising earlier learning and demonstrating understanding of appropriate research methods. The dissertation may be a written piece of work, a project incorporating a report, an artefact incorporating a commentary or equivalent piece of critically reflective work original to the author. It shall normally be worth 100 or 120 credits (equivalent to 50 or 60 ECTS credits). The total word length of the dissertation shall normally be 20,000 to 35,000 words, although production of an artefact shall normally require accompanying written material of significantly shorter length. Course specific regulations shall specify detailed requirements for the length and format of the dissertation and may specify required components of the dissertation, for example a literature review or an article describing the project and summarising key findings.
- 8 The Course Leader shall be responsible for recommending to the Head of Department a supervisor for each student, taking into account the subject matter of the student's dissertation. The Head of Department shall formally appoint each supervisor.

- 9 Courses may allow students an element of choice between modules. In order to qualify for a named award students must complete an approved programme of core, designate and, where available, elective modules as outlined in the course specification. (See Regulatory definitions in Section 1.3 for definition of core, designate and elective modules.)

### **Accreditation of Prior Learning (APL)**

- 10 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 10.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to a maximum of 50% of taught modules of the intended award. In order to comply with visa requirements, APL credit for International students shall only be awarded for one module or a full semester. A student may be awarded a mixture of APCL and APEL credit.
- 11 A research masters student may claim APL credit up to 50% of taught modules of their award. Students must complete the dissertation element of the course while enrolled on a course leading to a Research Masters award of this University.

### **Module Registrations**

- 12 Unless course specific regulations specify a lower limit a student shall not normally be permitted to register for more than a total of 6 taught modules (120 credits). Retaking a module (see Regulation 43 below) counts as a separate registration for the purposes of this regulation. Students given credit in accordance with the APL regulations and procedures shall be permitted a proportionately reduced total number of module registrations (see Section 10.1). A student who withdraws from his or her course (see Section 9.1 Regulation 30) or intermits with permission (see Section 9.1 Regulations 25-29) 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, 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.
- 14 A full-time programme of study shall normally comprise 600 learning hours in each semester and 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**

- 15 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.
- 16 Students may only attend and be assessed in those modules included in their approved programme of study.
- 17 Programmes of study shall normally be finalised before the start of the semester.

- 18 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 6 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. A student who withdraws from a module before week six will still be liable for tuition fees for the module in question. If a student is funded as a full time student then they will remain as a full time student. In these circumstances tuition fees will not be carried forward to a future year unless agreed by the Director of Academic Administration as laid out in Regulation 12 in Section 9.1.

### **Regulations for assessment of Research Masters courses**

- 19 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).
- 20 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.
- 21 There shall be standard university-wide deadlines for dissertation submission at the end of each semester and the summer studies period. These dates shall be specified and published in advance.
- 22 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision. An oral assessment shall normally form part of the assessment for the dissertation where collaborative work may be involved in its production.
- 23 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).
- 24 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted, a mark of zero will be recorded for that item. Where a first assessment is submitted within the late coursework period it shall be marked. If the student does not have valid mitigating circumstances but the mark awarded would lead to an overall pass in the module, the assessment shall be accepted and a capped mark for the module will be recorded. Where an error in the computation of an assessment result or final awards has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.
- 25 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%.
- 26 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%

- 27 Each student's dissertation shall normally be examined by two internal examiners, including the supervisor and an external examiner.
- 28 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. Marks for each module of the course, including the dissertation, shall be confirmed by Subject Standards Boards.
- 29 The examiners shall normally resolve disagreements on marks by discussion and reach a consensus. Where this is not possible the Assessment Board may accept a majority recommendation (providing that this includes the external examiner) *or* accept the recommendation of the external examiner *or* require the appointment of an additional external examiner.

### Responsibilities of students

- 30 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.
- 31 It shall be the responsibility of students to contact the allocated supervisor to make arrangements in advance for supervision sessions, including sessions to take place during the summer studies period, as appropriate.
- 32 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.
- 33 It shall be the responsibility of students who believe they have valid reasons for late submission of an item of assessed work, absence from an examination or for non-submission of an item of assessed work, to submit a claim for mitigating circumstances<sup>1</sup> in accordance with the criteria and procedures for such claims (see Section 10.3).
- 34 It shall be the responsibility of students who believe their academic performance in an exam or in an item of coursework submitted by the due deadline, had been significantly impaired by mitigating circumstances<sup>1</sup>, to submit an appeal the Student Casework Office in the

<sup>1</sup> A student may have a mitigating circumstances/academic performance claim accepted on two occasions only for a particular item of assessed work. A mark of zero will be awarded for that item of assessed work with no further entitlement to be reassessed, if it is not then attempted at the next available opportunity.

Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).

- 35 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances<sup>1</sup>, to submit an appeal to the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 36 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

### Reassessment

- 37 A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark has been awarded except where the outcome of a review of their academic progress (see Regulation 45 below) determines otherwise. A student shall not be entitled to be reassessed in any item of assessment for which a passing mark has been awarded. Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task. Where reassessment instruments differ for reassessments, for example group work, the reassessment instruments should be clearly stated in the Module Booklet.
- 38 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. Course specific regulations shall specify the means of reassessment of any period of work experience or work-based learning.
- 39 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken. Alternatively, to enable reassessment to be undertaken earlier, students may be reassessed during the spring semester assessment period in the same academic year, where a module is offered in both semesters. However, if all the required elements are not attempted in a single assessment period, the module result shall not normally be published until the summer resit period.
- 40 Reassessment of a **dissertation** shall take place at the **next available assessment point** (i.e., January for September submissions, May for January submissions and September for May submissions).
- 41 If a module is passed following reassessment, the mark shall be capped at a bare pass (i.e. 50% for postgraduate modules).
- 42 Where a student has a further assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year, regardless of whether it is a first assessment or reassessment

- 43 When a student has failed both the original assessment and the reassessment for a taught module (but not the dissertation), the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 12 above. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.
- 44 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.
- 45 A student who has received failing marks in three modules (60 credits) shall be required to undertake a review of their academic performance with the course leader or nominee. On the basis of this review a recovery plan may be agreed or the student may be counselled to leave the course and/or to seek readmission on a different course.

### **Minimum criteria for taught awards**

- 46 Awards shall be conferred at the highest stage achieved by each student, provided the student has achieved the learning outcomes of that stage of the course.
- 47 Students who have not completed the course for which they have been registered and have not re-enrolled on the same course within a reasonable period shall be issued with a certificate as a record of the highest stage of award conferred on them (see Section 8.2 Regulations for certification)

### **Postgraduate Certificate**

- 48 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.
- 49 Postgraduate Certificate with Merit shall be awarded to a student who has achieved
- an average mark of at least 60% and less than 70% across their approved programme of study *or*
  - an average mark of at least 59.5% across their approved programme of study *and* at least 60% in modules equivalent to 40 credits.
- 50 A Postgraduate Certificate with Distinction shall be awarded to a student who has achieved
- an average mark of at least 70% across their approved programme of study *or*
  - an average mark of at least 69.5% across their approved programme of study *and* at least 70% in modules equivalent to 40 credits.
- 51 Where appropriate the course specific regulations may specify criteria for the award of a Postgraduate Diploma (also with Merit or Distinction) equivalent to 120 credits at Masters level.

### **Research Masters**

- 52 A Research Masters award shall normally be conferred with a subject specific title.
- 53 A Research Masters award 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.
- 54 A Research Masters award with Merit shall be awarded to a student who has achieved
- an average mark of at least 60% and less than 70% across their approved programme of study, including the dissertation *or*

- an average mark of at least 59.5% across their approved programme of study *and* at least 60% in modules equivalent to 120 credits including the dissertation.

55 A Research Masters award 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*
- an average mark of at least 69.5% across their approved programme of study *and* at least 70% in modules equivalent to 120 credits including the dissertation.

### **Aegrotat award**

56 An Aegrotat may be awarded where a student has been certified as absent for valid reasons and is unable to complete the course and sufficient evidence has been submitted to the Awards Board. (See also Section 8.2 Regulation 19)

### **Opportunities for transfer to other research degrees**

57 Students on whom a Research Masters award is conferred may transfer with advanced standing to a related Professional Doctorate programme. Course specific regulations of the Professional Doctorate programme to which the student wishes to transfer shall normally specify any particular requirements over and above achieving a passing standard in the Research Masters course and the point to which the student may transfer within the Professional Doctorate programme.

58 Students who have passed at least 60 credits of a Research Masters award may be considered for transfer to an MPhil programme by the Research Degrees Committee. Under the provisions of Regulation 32 of the Research Degree Regulations (Section 5.2) students whose transfer to MPhil is approved may be permitted a shorter than usual registration period for the MPhil, taking into account the period for which the student was enrolled on the Research Masters course.



## ***Section 6 - Regulatory framework for Professional and Personal Development courses***

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## 6.1 Professional and Personal Development Awards framework and Regulations

### Professional Awards Framework

<b>Awards and awards descriptors</b>	<b>CATS points</b>	<b>ECTS credits</b>	<b>Maximum period of registration</b>
Certificate in Professional Studies in Nursing  Entry requirement according to ENB regulations; minimum duration 3 years part-time	60 credits at Certificate level	30	
Diploma in Professional Studies in Education	60 credits at Intermediate level <i>and</i> 60 credits at Honours level	60	
Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)  Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)  <i>DTLLS awards lead to Qualified Teacher, Learning and Skills (QTLS) status and may include the specialism studied, for example, Level 5 Diploma in Teaching Numeracy in the Lifelong Learning Sector (DTLLS Numeracy)</i>  Level 5 Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector  Level 5 Additional Diploma in Teaching English (Literacy) in the Lifelong Learning Sector  Level 5 Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector	24 credits (minimum) at Certificate level  120 credits at Certificate / Intermediate levels  45 credits at Certificate / Intermediate levels	12  60  22.5	
Certificate in Education (CertEd)  Professional qualification for teaching in post compulsory education	120 credits at Certificate / Intermediate levels	60	
Professional Graduate Certificate in Education (PGCE) (Formerly 'Postgraduate Certificate in Education (PGCE)'. The University will continue to award the Postgraduate Certificate in Education at this credit rating to students already enrolled or currently studying for, this former award).  Entry requirement of honours degree; minimum duration 1 or 2 years full-time	120 credits at Honours level	60	

**Note: The maximum period of registration stated is that in which a student is normally expected to complete the award, including any agreed interruption of studies.**

<b>Awards and awards descriptors</b>	<b>CATS points</b>	<b>ECTS credits</b>	<b>Maximum period of registration</b>
Postgraduate Certificate in Education (PGCE)  Entry requirement of honours degree; minimum duration 1 or 2 years full-time	60 credits at Honours level <i>and</i> 60 credits at Masters level	60	
Certificate in Management  Diploma in Management Studies  Students may use these awards to obtain advanced standing on entry to the Masters in Business Administration (see Section 4.1) and other relevant programmes.	60 credits at Masters level  120 at Masters level	30  60	
Professional Diploma in Architecture  Academically and professionally orientated programme, giving RIBA Part 2 exemption; minimum duration 2 years full time	240 credits (120 at Honours level <i>and</i> 120 at Masters level)	120	5 years
Graduate Certificate  Graduate Diploma in Specialist Social Work  Graduate Diploma  Conversion courses designed to prepare students for progression to Masters level work or equivalent professional work.	60, min 30 at Honours level  90 at Honours level  120, min 60 at Honours level	30  45  60	2 years  5 years  5 years

### **Personal Development Awards Framework**

<b>Awards and awards descriptors</b>	<b>CATS points</b>	<b>ECTS credits</b>	<b>Maximum period of registration</b>
Certificate in Professional Development  Entry requirement of work experience at supervisory level	45 credits at Certificate level	22.5	3 years
Intermediate Diploma in Professional Development  Entry requirement of work experience equivalent to higher technician or junior management	45 credits at Intermediate level	22.5	3 years
Diploma in Professional Development  Entry requirement of work experience equivalent to middle management	45 credits at Honours level	22.5	3 years

<b>Awards and awards descriptors</b>	<b>CATS points</b>	<b>ECTS credits</b>	<b>Maximum period of registration</b>
Advanced Diploma in Professional Development  Entry requirement of work experience equivalent to experienced middle management	40 credits at Masters level	20	3 years
Certificate of Proficiency  Demonstrating basic skills-related proficiency in a particular subject e.g. Certificate of Proficiency in Languages – proficiency in a non-native language, leading to an award at 5 recognised stages.	30 credits gained from consecutively graded modules	15	2 years
Advanced Certificate of Proficiency  Providing basic skills-related proficiency in a particular subject.	60 at any HE level	30	3 years
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	45	5 years
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.			

## Introduction

- 1 These regulations provide a structured yet flexible framework for personal and professional development courses and career advancement. The framework has been designed to allow progression through awards levels in addition to direct entry to a particular level.

## Non-award bearing courses

- 2 The University offers two categories of non-award bearing courses, distinguished by the volume of learning. Those which are smaller than a standard module (15 credits at undergraduate level equivalent to 150 learning hours or 20 credits at Masters level equivalent to 200 learning hours) are designed and validated at departmental level. Those which are of at least the size of one standard module are approved by the University's normal validation procedures, organised and, where appropriate assessed, in line with the University's systems and arrangements in place for managing the quality and standards of taught provision. Students may, where appropriate, use these courses as a progression route towards study on an award-bearing professional and personal development course.
- 3 Non-award bearing courses shall be governed by regulations specific to each course. Course specific regulations shall specify the following minimum requirements:

- Name of the course;
- Operating department;
- Admissions criteria;
- Aims and learning outcomes;
- Learning hours and mode(s) of study;
- Level of study and credit, where appropriate;
- Arrangements for assessment where appropriate, including pass mark and reassessment opportunities;
- Completion criteria;
- Credit-relationship and progression routes to other courses within the personal and professional regulatory framework, where appropriate;
- Evidence of compliance with the University's diversity and equality policies.

### **Award bearing courses**

- 4 Award bearing personal and professional development courses shall be governed by the regulations which follow.

### **Admission to a professional and personal development course**

- 5 Applications shall be considered in line with the University's generic principles for admissions (see Section 2.2). Course specific regulations shall specify minimum entry requirements.

### **Course structure**

- 6 All courses within the framework shall be based within the context of a teaching year comprising an autumn and a spring semester of 15 weeks each and, where appropriate, a summer studies period.
- 7 Each Preparatory, Certificate, Intermediate and Honours level module of study shall be worth 15 credits (equivalent to 7.5 ECTS credits), denoting 150 learning hours. Each Masters level module shall normally be worth 20 credits (equivalent to 10 ECTS credits), denoting 200 learning hours. Modules shall normally be delivered in a single semester or during the summer studies period.
- 8 The course specification shall outline the modules required to be taken and passed for the award to be conferred.
- 9 Students shall normally be required to take and pass all the required modules.
- 10 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 10.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to, unless otherwise specified, two thirds of the volume of the intended award. In order to comply with visa requirements, APL credit for International students shall only be awarded for one module or a full semester. A student may be awarded a mixture of APCL and APEL credit.

### **Progression routes**

- 11 Course specific regulations shall specify progression routes to associated courses outside this framework, where available.

- 12 Students who have achieved a named award within the framework shall be eligible to progress to the next level of that named award, if one is available.

### **Modes of study**

- 13 Course specific regulations shall specify the modes of study available.

### **Approval of programmes of study**

- 14 Each student shall have a programme of study, listing the modules to be studied on that programme in each semester. The authorised programme approver shall approve a student's programme of study in line with the overall aims of the course, principles of academic coherence and the learning outcomes of the course for which the student is registered.
- 15 Students may only attend and be assessed in those modules included in their approved programme of study.
- 16 Programmes of study shall normally be finalised before the start of the semester.
- 17 A student 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. Having withdrawn from a module a student shall not be permitted to replace it with an alternative module in the same semester. A student who withdraws from a module before week six will still be liable for tuition fees for the module in question. If a student is funded as a full time student then they will remain as a full time student. In these circumstances tuition fees will not be carried forward to a future year unless agreed by the Director of Academic Administration as laid out in Regulation 12 in Section 9.1.

### **Assessment**

- 18 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).
- 19 Each student shall be offered an opportunity to be assessed in each module in his/her approved programme of study.
- 20 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
- 21 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).
- 22 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Should an item of assessed work not be submitted a mark of zero will be recorded for that item. Where a first assessment is submitted within the late coursework period it shall be marked. If the student does not have valid mitigating circumstances but the mark awarded would lead to an overall pass in the module, the assessment shall be accepted and a capped mark for the module will be recorded; except, where the student has achieved sufficient marks for an overall pass in the module excluding the mark for any late work, in which case a mark of zero will be recorded for the item of late work but the overall mark for the module will not be

capped, but will instead be based solely on the work submitted by the deadline. Where an error in the computation of an assessment result or final awards has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.

- 23 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all Preparatory, Certificate, Intermediate and Honours level modules shall be 40%. The pass mark for all Masters level modules shall be 50%.
- 24 Feedback to students shall be reported in percentage marks, with the proviso that such marks are provisional and subject to change, if given before confirmation of marks by the Assessment Board.

### **Reassessment**

- 25 A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark has been awarded. A student shall not be entitled to be reassessed in any item of assessment for which a passing mark has been awarded. Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task. Where reassessment instruments differ for reassessments, for example groupwork, the reassessment instruments should be clearly stated in the Module Booklet.
- 26 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.
- 27 Reassessment shall normally be attempted the next time the module is offered and assessed.
- 28 If a module is passed following reassessment, the mark shall be capped at a bare pass (i.e. 40% for undergraduate modules and 50% for postgraduate courses).
- 29 Course specific regulations shall specify any further opportunities for reassessment or retaking a module which may be permitted.
- 30 A student shall not be permitted to resit or retake a module for which a passing mark has been awarded.

### **Responsibilities of students**

- 31 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.
- 32 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.
- 33 It shall be the responsibility of students who believe they have valid reasons for late submission of an item of assessed work, absence from an examination or for non-submission

of an item of assessed work, to submit a claim for mitigating circumstances<sup>1</sup> in accordance with the criteria and procedures for such claims (see Section 10.3).

- 34 It shall be the responsibility of students who believe their academic performance in an exam or in an item of coursework submitted by the due deadline, had been significantly impaired by mitigating circumstances<sup>1</sup> to submit an appeal the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 35 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances<sup>1</sup>, to submit an appeal to the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 36 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

#### **Minimum criteria for awards**

- 37 Awards shall be conferred by Awards Boards providing the student has achieved the learning outcomes of the course, as demonstrated by passing the required modules.
- 38 A Certificate in Professional Development in a named subject shall be awarded to a student who has undertaken the assessment for the required modules equivalent to 45 credits at Certificate level and achieved passing marks in all these modules.
- 39 An Intermediate Diploma in Professional Development in a named subject shall be awarded to a student who has undertaken the assessment for the required modules equivalent to 45 credits at Intermediate level and achieved passing marks in all these modules.
- 40 A Diploma in Professional Development in a named subject shall be awarded to a student who has undertaken the assessment for the required modules equivalent to 45 credits at Honours level and achieved passing marks in all these modules.
- 41 An Advanced Diploma in Professional Development in a named subject shall be awarded to a student who has undertaken the assessment for the required modules equivalent to 40 credits at Postgraduate level and achieved passing marks in all these modules.

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<sup>1</sup> A student may have a mitigating circumstances/academic performance claim accepted on two occasions only for a particular item of assessed work. A mark of zero will be awarded for that item of assessed work with no further entitlement to be reassessed, if it is not then attempted at the next available opportunity.



## 6.2 Regulations for Graduate Certificate and Graduate Diploma

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### Introduction

- 1 The University's Graduate Certificate and Graduate Diploma courses are designed to prepare students for progression to Masters level work or equivalent professional work. Courses may equip students already in possession of a first degree with knowledge and skills in a different subject area to that of their first degree, or refresh or improve knowledge and skills gained from an earlier first degree in the same subject area. Courses may also enable students with appropriate professional experience and/or qualifications who do not have a first degree to progress to a Masters course.
- 2 Graduate Certificate and Graduate Diploma courses are awards conferred at undergraduate level (see Regulation 6 below).

### Course structure

- 3 All Graduate Certificate and Graduate Diploma courses shall be based on a teaching year comprising an autumn and a spring semester of 15 weeks each and, where appropriate, a summer studies period.
- 4 Each module of study shall be worth 15 credits (equivalent to 7.5 ECTS credits), denoting 150 learning hours. Modules shall normally be delivered in a single semester.
- 5 Double modules, worth 30 credits, may be delivered in a single semester or over two consecutive semesters. Double modules shall contribute proportionately in the calculation of a student's overall mark. Within these regulations the word 'module' refers to a 15 credit module unless otherwise stated.
- 6 Each module (of any size) shall be ascribed to Certificate, Intermediate or Honours level.

### Accreditation of Prior Learning (APL)

- 7 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 10.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to a maximum 50% of the volume of the intended award. In order to comply with visa requirements, APL credit for International students shall only be awarded for one module or a full semester. A student may be awarded a mixture of APCL and APEL credit.
- 8 A student may claim APL credit for up to 30 credits towards a Graduate Certificate or 60 credits towards a Graduate Diploma. Students must achieve at least half of the learning towards an award while enrolled on a course leading to that award of this University.

### Module Registrations

- 9 Unless course specific regulations specify a lower number, the maximum number of modules for which a student may be permitted to register shall be 6 for a Graduate Certificate and 12 for a Graduate Diploma.

## Modes of study

- 10 Students shall be able to study full-time, part-time, during the day and/or the evening or by distance learning as stated in the relevant course specification. Students shall be able to switch between modes of study without loss of standing.
- 11 A full-time programme of study shall normally comprise 4 modules in a semester. A part-time programme of study shall be one comprising no more than 6 modules in an academic year and no more than 3 modules in a semester.

## Approval of programmes of study

- 12 Each student shall have an approved programme of study, listing the modules to be studied in each semester. Students may only attend and be assessed in those modules included in their approved programme of study. Programmes of study shall normally be finalised before the start of the semester.

## Assessment

- 13 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).
- 14 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.
- 15 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
- 16 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).
- 17 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted a mark of zero will be recorded for that item. Where a first assessment is submitted within the late coursework period it shall be marked. If the student does not have valid mitigating circumstances but the mark awarded would lead to an overall pass in the module, the assessment shall be accepted and a capped mark for the module will be recorded; except, where the student has achieved sufficient marks for an overall pass in the module excluding the mark for any late work, in which case a mark of zero will be recorded for the item of late work but the overall mark for the module will not be capped, but will instead be based solely on the work submitted by the deadline. Where an error in the computation of an assessment result or final awards has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.
- 18 Course specific regulations may specify that a module which is central to the achievement of course aims and learning outcomes, must be passed.
- 19 On the basis of performance in the approved assessment scheme each student shall be awarded marks reported in percentages. The pass mark for all modules shall be 40%.

- 20 If a student has taken a module but has not completed<sup>1</sup> it, no credit shall be awarded for that module nor shall the module count towards the achievement of any award. Such modules shall however be counted towards the total permitted number of module registrations (see Section 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 same or a suitable alternative module.
- 21 Feedback to students shall be reported in percentage marks, with the proviso that such marks are provisional and subject to change, if given before confirmation of marks by the Assessment Board.

### **Responsibilities of students**

- 22 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.
- 23 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories.
- 24 It shall be the responsibility of students who believe they have valid reasons for late submission of an item of assessed work, absence from an examination or for non-submission of an item of assessed work, to submit a claim for mitigating circumstances<sup>2</sup> in accordance with the criteria and procedures for such claims (see Section 10.3).
- 25 It shall be the responsibility of students who believe their academic performance in an exam or in an item of coursework submitted by the due deadline, had been significantly impaired by mitigating circumstances<sup>2</sup>, to submit an appeal the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 26 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances<sup>2</sup>, to submit an appeal to the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 27 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an

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<sup>1</sup> an undergraduate module is deemed to be 'completed' where:

- i) the student has submitted the final component of assessment for the module and obtained a mark of at least 25% in the module; or,
- ii) the student has passed the module on aggregate.

<sup>2</sup>A student may have a mitigating circumstances/academic performance claim accepted on two occasions only for a particular item of assessed work. A mark of zero will be awarded for that item of assessed work with no further entitlement to be reassessed, if it is not then attempted at the next available opportunity.

explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

### **Reassessment and retaking**

- 28 A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark has been awarded. A student shall not be entitled to be reassessed in any item of assessment for which a passing mark has been awarded. Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task. Where reassessment instruments differ for reassessments, for example groupwork, the reassessment instruments should be clearly stated in the Module Booklet.
- 29 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.
- 30 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken. Alternatively, to enable reassessment to be undertaken earlier, students may be reassessed during the spring semester assessment period in the same academic year, where a module is offered in both semesters. However, if all the required elements are not attempted in a single assessment period, the module result shall not normally be published until the summer resit period.
- 31 If a module is passed following reassessment, the mark shall be capped at a bare pass (i.e. 40% for undergraduate modules).
- 32 Where a student has a further assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year, regardless of whether it is a first assessment or reassessment.
- 33 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion, subject to the provisions of Regulation 9 above and of the course specific regulations. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he or she may previously have passed.
- 34 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.

### **Minimum criteria for awards**

- 35 A Graduate Certificate shall be awarded to a student who has:
- completed modules equivalent to 60 credits, including no fewer than 30 at Honours level *and*
  - passed modules equivalent to at least 45 credits (3 modules).
- 36 A Graduate Diploma shall be awarded to a student who has:
- completed modules equivalent to 120 credits, including no fewer than 60 at Honours level *and*
  - passed modules equivalent to at least 105 credits (7 modules).

## 6.3 Regulations for the Open Language Programme

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### Introduction

- 1 The aim of the Open Language Programme is to offer students access to language learning which is certificated. Regulations concerning language learning as part of a Bachelor's degree are included within the Regulations for the undergraduate scheme (Section 3.1 and 3.2). These regulations cover language learning taken in addition to, or independently of, other courses on which students are enrolled.
- 2 The Open Language Programme is designed to enable students to acquire, develop and use a language across the four receptive and productive skills (reading, writing, speaking and understanding) to a high level of accuracy and fluency.
- 3 Students 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:

Languages other than English	English
Stage 1	Stage 3
Stage 2	Stage 4
Stage 3	Stage 5
Stage 4	
Stage 5	

- 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 APL credit for any part of an Open Language Programme award.

### Admission to the Open Language Programme

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

### Assessment

- 9 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).
- 10 Each student shall be offered an opportunity to be assessed in each module in his or her approved programme of study under an approved scheme of assessment in the semester in which the module is studied.

- 11 There may be a number of items of assessed work for each module. The course and module specifications shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
- 12 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).
- 13 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted a mark of zero will be recorded for that item. Where a first assessment is submitted within the late coursework period it shall be marked. If the student does not have valid mitigating circumstances but the mark awarded would lead to an overall pass in the module, the assessment shall be accepted and a capped mark for the module will be recorded; except, where the student has achieved sufficient marks for an overall pass in the module excluding the mark for any late work, in which case a mark of zero will be recorded for the item of late work but the overall mark for the module will not be capped, but will instead be based solely on the work submitted by the deadline. Where an error in the computation of an assessment result or final awards has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.
- 13 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%.
- 14 If a student has taken a module but has not completed<sup>1</sup> it, no credit shall be awarded for that module nor shall the module count towards the achievement of any award. 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 in order to progress towards an award.
- 15 Where appropriate conversions to ECTS grades shall be used as specified in the Regulations for undergraduate assessment (Section 3.2 Regulation 9).
- 16 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**

- 17 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.
- 18 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.

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<sup>1</sup> An undergraduate module is deemed to be completed where:

- i) the student has passed the module on aggregate; or,
- ii) the student has obtained a mark of at least 25% in the module and submitted the final component of assessment for the module.

- 19 It shall be the responsibility of students who believe they have valid reasons for late submission of an item of assessed work, absence from an examination or for non-submission of an item of assessed work, to submit a claim for mitigating circumstances<sup>2</sup> in accordance with the criteria and procedures for such claims (see Section 10.3).
- 20 It shall be the responsibility of students who believe their academic performance in an exam or in an item of coursework submitted by the due deadline, had been significantly impaired by mitigating circumstances<sup>2</sup>, to submit an appeal the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 21 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances<sup>2</sup>, to submit an appeal to the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 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 Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

### **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. A student shall not be entitled to be reassessed in any item of assessment for which a passing mark has been awarded. Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task. Where reassessment instruments differ for reassessments, for example groupwork, the reassessment instruments should be clearly stated in the Module Booklet.
- 24 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.
- 25 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken. Alternatively, to enable reassessment to be undertaken earlier, students may be reassessed during the spring semester assessment period in the same academic year, where a module is offered in both semesters. However, if all the required elements are not attempted in a single assessment period, the module result shall not normally be published until the summer resit period.

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<sup>2</sup> A student may have a mitigating circumstances/academic performance claim accepted on two occasions only for a particular item of assessed work. A mark of zero will be awarded for that item of assessed work with no further entitlement to be reassessed, if it is not then attempted at the next available opportunity.

- 26 If a module is passed following reassessment, the mark shall be capped at a bare pass (i.e. 40% for undergraduate modules).
- 27 Where a student has a further assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year, regardless of whether it is a first assessment or reassessment.
- 28 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.
- 29 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.

#### **Minimum criteria for the Certificate of Proficiency in Languages**

- 30 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 General or Business English) preceded by the stage achieved shall be appended in brackets to the award title. To achieve a stage the more advanced module of one of the five stages listed in Regulation 5 above must be passed.

#### **Minimum criteria for the Advanced Certificate of Proficiency**

- 31 An Advanced Certificate of Proficiency in a named language shall be awarded to a student enrolled on the Open Language Programme who has completed 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.
- 32 An Advanced Certificate of Proficiency in General or Business English shall be awarded to a student enrolled on the Open Language Programme who has completed four consecutively graded modules (60 credits) in General or Business English and passed at least 3 of these modules, including at least one stage 5 module.
- 33 The name of the language studied (or General or Business English) shall be appended to the award title.

## 6.4 Regulations for the Liberal Studies Diploma

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### 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.

### Accreditation of Prior Learning (APL)

- 6 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 10.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to two thirds of the volume of the intended award. In order to comply with visa requirements, APL credit for International students shall only be awarded for one module or a full semester. A student may be awarded a mixture of APCL and APEL credit.
- 7 A Liberal Studies Diploma student, a student may claim APL credit for up to two-thirds (normally 60 credits, 4 modules) towards an award. 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 of this University.

### Module Registrations

- 8 A student shall not normally be permitted to register for more than a total of 12 modules. Retaking a module (see Regulation 37 below) counts as a separate registration for the purposes of this regulation. Students given credit in accordance with the APL regulations and procedures shall be permitted a proportionately reduced total number of module registrations (See Section 10.1). A student who withdraws from his or her course (see Section 9.1 Regulation 30) or intermits with permission (see Section 9.1 Regulations 25-29) 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. A student who withdraws from a module before week six will still be liable for tuition fees for the module in question. If a student is funded as a full time student then they will remain as a full time student. In these circumstances tuition fees will not be carried forward to a future year unless agreed by the Director of Academic Administration as laid out in Regulation 12 in Section 9.1.

## Assessment

- 16 Students shall be assessed in accordance with the Regulations on assessment and Assessment Boards (see Section 8.1).
- 17 Each student shall be offered an opportunity to be assessed in each module 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 systems and arrangements in place for managing the quality and standards of taught provision.
- 19 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures established on behalf of Academic Board, assessment instruments may be modified (see Section 8.1 Regulation 8).
- 20 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted, a mark of zero

will be recorded for that item. Where a first assessment is submitted within the late coursework period it shall be marked. If the student does not have valid mitigating circumstances but the mark awarded would lead to an overall pass in the module, the assessment shall be accepted and a capped mark for the module will be recorded; except, where the student has achieved sufficient marks for an overall pass in the module excluding the mark for any late work, in which case a mark of zero will be recorded for the item of late work but the overall mark for the module will not be capped, but will instead be based solely on the work submitted by the deadline. Where an error in the computation of an assessment result or final awards has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.

- 21 Course specific regulations 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 has taken a module but has not completed<sup>1</sup> it, no credit shall be awarded for that module nor shall the module count towards the achievement of any award. Such modules shall however be counted towards the total permitted number of module registrations (see Regulation 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 (see Section 3.2 Regulation 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 late submission of an item of assessed work, absence from an examination or for non-submission of an item of assessed work, to submit a claim for mitigating circumstances<sup>2</sup> in accordance with the criteria and procedures for such claims (see Section 10.3).

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<sup>1</sup> An undergraduate module is deemed to be completed where:

- i) the student has passed the module on aggregate; or,
- ii) the student has obtained a mark of at least 25% in the module and submitted the final component of assessment for the module.

<sup>2</sup> A student may have a mitigating circumstances/academic performance claim accepted on two occasions only for a particular item of assessed work. A mark of zero will be awarded for that item of assessed work with no further entitlement to be reassessed, if it is not then attempted at the next available opportunity.

- 29 It shall be the responsibility of students who believe their academic performance in an exam or in an item of coursework submitted by the due deadline, had been significantly impaired by mitigating circumstances<sup>2</sup>, to submit an appeal the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 30 It shall be the responsibility of students who believe that a procedural irregularity has occurred or that they were prevented from submitting a claim for mitigating circumstances<sup>2</sup>, to submit an appeal to the Student Casework Office in the Department of Academic Administration within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4).
- 31 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 10.5). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

### **Reassessment and retaking**

- 32 A student shall normally be entitled to be reassessed on one occasion in any module for which a failing mark has been awarded. A student shall not be entitled to be reassessed in any item of assessment for which a passing mark has been awarded. Reassessment for coursework, project or portfolio based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task. Where reassessment instruments differ for reassessments, for example groupwork, the reassessment instruments should be clearly stated in the Module Booklet.
- 33 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. Course specific regulations shall specify the means of reassessment of any period of work experience or work-based learning.
- 34 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken. Alternatively, to enable reassessment to be undertaken earlier, students may be reassessed during the spring semester assessment period in the same academic year, where a module is offered in both semesters. However, if all the required elements are not attempted in a single assessment period, the module result shall not normally be published until the summer resit period.
- 35 If a module is passed following reassessment, the mark shall be capped at a bare pass (i.e. 40% or pass grade for undergraduate modules).
- 36 Where a student has a further assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year, regardless of whether it is a first assessment or reassessment.

- 37 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion, 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.
- 38 A student shall not be entitled to resit or retake a module for which a passing mark has been awarded.

### **University Certificate**

- 39 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, Intermediate or Honours level.

### **Minimum criteria for the Liberal Studies Diploma**

- 40 A Liberal Studies Diploma shall be awarded to a student who has:
- completed 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.
- 41 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.
- 42 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 7 - Honorary degrees Awards framework**

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- 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 Masters 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 8 - Regulations on assessment and certification***

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## **8.1 Regulations on assessment and Assessment Boards**

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### **Purposes of assessment**

- 1 Assessment is designed to determine whether students have achieved the learning outcomes and aims of the modules and courses that they undertake. The University has adopted principles to encourage the design of appropriate assessment instruments and tasks and these are outlined in the University Assessment Framework. Operational matters are covered in the Guide to Assessment Processes and other communications produced by the Department of Academic Administration.

### **Delegation of degree awarding powers**

- 2 Degree awarding powers are vested in the Board of Governors of the University. The Board of Governors has delegated its authority to Academic Board in respect of awards made to individual students.
- 3 Academic Board has delegated to the University Awards Board (see below Terms of Reference) acting on its behalf, the conferment of awards, such as degrees, diplomas and certificates on individual students, subject to the University's Regulations and course specific regulations.
- 4 The Director of Academic Administration, having consulted with the Heads of Academic Departments shall recommend to the Chair of the University Awards Board the configuration of a tier of *Subject Standards Boards* (see below Terms of Reference) through which the assessment of individual modules is managed. Requests to alter the configuration of a Subject Standards Board should be made by the Head of the relevant Academic Department to the Department of Academic Administration, normally before the start of the session.
- 5 Following the approved nomination process for external examiners (as set down in the Taught Provision Manual), Academic Board has delegated the appointment, on its behalf, of all internal and external examiners for taught courses to the Deputy Vice Chancellor (Academic) and delegated to the Research Degrees Committee the appointment of all internal and external examiners for research degrees. Heads of Academic Departments are responsible for the nomination of Chairs and Vice Chairs of Subject Standards Boards (and for reporting them to the Department of Academic Administration) and of Internal and External Examiners.

### **Principles for the assessment process**

- 6 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.
- 7 Awards Examiners shall be associated with the conferment of all Awards except honorary degrees. Their role, which is elaborated further in Regulations 24 to 30 below, is to ensure that justice is done to the individual student and that the standard of the University's Awards is confirmed.

## **Disability (see also Subject Standards Board Term of Reference 3.6 below)**

- 8 The University shall take all reasonable steps to ensure that if a student is unable, through disability, to be assessed by the normal methods, alternative methods of assessment of the learning outcomes shall be made available. Where an Internal Needs Assessment Report confirms that a student cannot be fairly assessed even with the provision of extra time and/or a modified environment, Chairs of Subject Standards Boards shall approve, following a recommendation from Student Services and in consultation with the Department of Academic Administration, alternative assessment instruments. The Chair is responsible for ensuring that the modified instruments and tasks are appropriate bearing in mind the aims and learning outcomes of the module and/or course and the need to assess the student on equal terms with other students. For a continuing student, with an approved programme of study, such alternative instruments must normally be agreed no later than 8 weeks prior to the due date for the assessment, or the end of week four of the semester whichever is the later. For a student newly registered with Student Services, or in the case of a modified Internal Needs Assessment Report, such alternative instruments shall be agreed as soon as practicable and where possible normally no later than 3 weeks prior to the due date for the assessment. The Chair of the Subject Standards Boards shall notify the Department of Academic Administration and for Intermediate, Honours and Masters levels, the External Examiner, of agreed alternative assessment instruments.
- 9 Further to 8 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 special examination environment (see Procedures covering the conduct of examinations (Section 10.2, Regulations 34-40).
- 10 Where an Internal Needs Assessment Report confirms the need for modified coursework deadlines for a disabled student these shall normally be agreed at the start of each semester (or as early as practicable for a student whose Internal Needs Assessment Report becomes available after the start of the semester) and communicated to the Department of Academic Administration in advance of coursework being submitted. Modified deadlines will not normally extend later than two weeks beyond the end of the semester.

### **Reassessment rights**

- 11 Scheme regulatory frameworks and course specific regulations shall make explicit the rights of students to one reassessment in the case of failure of a module.

### **Termination of Enrolment on academic grounds**

- 12 Where, under course specific regulations, it is not possible for students successfully to complete the course because of unsatisfactory standards of work or other academic reasons, the Chair of the University's Awards Board shall terminate the student's enrolment on academic grounds under Article 69 of the University's Articles of Association. Students shall have the right of appeal to the Vice-Chancellor whose decision shall be final and binding.

### **Information for students**

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

## **Abnormal circumstances**

- 14 The Vice-Chancellor shall determine an appropriate course of action if, in his judgement, abnormal circumstances prevail which will have prevented, or be likely to prevent, due process from taking place for the proper assessment of students, or for decisions about progression or for the conferment of awards.

## **Examinations**

- 15 Examinations for taught programmes shall normally take place at the end of the semester in which the module has been delivered; Procedures covering the conduct of examinations are approved by Academic Board (see Section 10.2) with which all staff and students shall comply.
- 16 There shall be a minimum of two invigilators in each examination room, and normally at least one invigilator for every 30 students overall. At least one invigilator shall be present in the examination room at all times when an examination is in progress. The responsibility for nominating staff to invigilate an examination lies with the Head of Department (see Section 10.2).
- 17 The Director of Academic Administration shall have overall responsibility, on behalf of Academic Board, for oversight and coordination of examinations (including special examinations proposed under Regulation 10, clash exams and those taken by students overseas), for interpretation of the regulations and procedures for examinations and for specifying the conditions under which examinations shall be conducted. A fee (administered by the Department of Academic Administration) will normally be charged where examinations are taken overseas.
- 18 An Examination Timetable shall be made available to students not less than three weeks prior to the beginning of the relevant examination period (including for reassessment examinations).
- 19 Subject Standards Boards shall have overall responsibility for finalising examination papers, including examination papers for reassessments which shall be finalised at the same time as the original examination paper (see Section 10.2). As part of the process of approving the examination papers at Intermediate, Honours and Masters Levels, the comments of External Examiners must be sought and given due weight.

## **The responsibilities and roles of external and internal examiners**

- 20 Further to Regulations 6 and 7 above, the roles of the University's external and internal examiners(s) shall be, collectively, to ensure that the standard of the University's Awards is maintained, that the performance of students is assessed in relation to those standards and that justice is done to individual students.

### External examiners – confirming academic standards

- 21 External examiners, who shall not be members of staff of the University, shall be appointed as Subject Standards Examiners for modules, or as Awards Examiners to sit on the University Awards Board and as External Examiners for research degrees (see Section 5.2 Regulation 79)
- 22 Subject Standards Examiners shall:

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

In order to carry out those duties, they shall:

- 22.4 be consulted on proposed examination papers and, where possible, coursework assignments and project titles, and be consulted on the assessment scheme for the course;
- 22.5 see a sample of the students' work (see Regulation 37 below) where the marks awarded contribute to the classification of the intended awards. Items of coursework submitted up to and including the end of week nine of the semester will normally be returned to students for feedback purposes and will not, therefore, form part of any sample sent to the Subject Standards Examiner. Modules at Preparatory and Certificate levels will only be sampled by External Examiners where the outcome contributes to the classification of a student's intended award.
- 22.6 supply comments to the Module Internal Examiner and the Subject Standards Board on the range of marks awarded after having undertaken external sampling;
- 22.7 affirm (normally by electronic correspondence) that the marks proposed by the Module Internal Examiner(s) are appropriate for confirmation and publication to students or recommend to the Chair of the Subject Standards Board that a remarking of some or all of the components of assessment be undertaken prior to the publication of marks. (It should be noted that Subject Standards Examiners are not authorised to request alteration to the marks of individual students).
- 22.8 attend annually one or more meetings coordinated by the Departmental Taught Provision Committee, at which student performance on modules is reviewed and academic standards monitored.
- 22.9 be consulted from time to time about any proposed changes to the approved scheme regulatory framework or course specific regulations which will directly affect students currently on the course (see Section 2.1 Regulation 49).

23 External examiners to research degrees shall:

in respect of research degrees, conduct *viva voce* examinations of students, to consider, and, as appropriate, confirm that the student has met the required standard for the award of the research degree (the full role of external examiners to research degrees is included in Section 5.2 Regulation 76);

24 Awards Examiners shall:

- 24.1 confirm that the conferment of awards has been reached in accordance with the University's Academic Regulations and that the process of conferment has been conducted in accordance with good practice in higher education;

- 24.2 attend Awards Board meetings at which decisions on the conferment of awards are made (see Regulation 53 below);
- 24.3 participate in the monitoring of academic standards and review of assessment policy.
- 25 Awards and Subject Standards Examiners shall:  
report to the University as indicated in Regulations 43 to 48 below;
- 26 To carry out these responsibilities Subject Standards examiners and external examiners to research degrees shall be;
- 26.1 competent in assessing students' knowledge and skills at higher education or, where applicable, further education level;
- 26.2 expert in the field of study concerned and with an appropriate specialist level of expertise matched to the aims of the course or programme of research.
- 27 Awards Examiners shall be:  
experienced in examining at subject level but competent to take an overview of a course and/or scheme and/or broad quality assurance/quality enhancement matters.
- 28 All external examiners shall be:
- 28.1 impartial in judgement;
- 28.2 properly briefed on their role, the scheme, the course, the module and the University's requirements;
- 28.3 governed by the University's Academic Regulations;
- 28.4 paid a fee set by the University and recorded in a contract; for taught courses this is calculated in relation to the examiner's annual workload and is subject to the production of an annual or course-end report.
- 28.5 independent. To ensure this, external examiners shall not concurrently act as members of a panel established to review the course on which or the department in which they examine.
- 28 New Subject Standards and Awards examiners shall be inducted as soon as possible after appointment, preferably by visiting the University and meeting key staff in academic departments. The induction shall cover, as appropriate: 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 and course specific regulations.
- Internal Examiners – marking students' work
- 30 Internal examiners shall be members of staff of the University appointed as examiners with responsibility for marking items of assessed work in which they themselves have competence. They are members of the relevant Subject Standards Board and accountable to that board for the probity of the assessment process. They shall mark work on an objective, impartial basis, in line with clear marking criteria.

### Anonymity

- 31 Other than in the case of research degrees, students' assessed work shall be anonymous when marked, except where the Chair of the relevant Subject Standards Board deems this impracticable.

### Internal double-marking

- 32 The purpose of double-marking is:
- to perform a moderating role;
  - to ensure consistency;
  - to examine special cases;
  - to give confidence to students that marking will be objective and impartial.
- 33 There shall be a Module Internal Examiner having overall responsibility for all assessment matters relating to a particular module. In the case of all courses, for each item of assessed work in the module, there shall be a minimum of two internal examiners of students' work one of whom may be the Module Internal Examiner.
- 34 The first internal examiner shall mark all work submitted 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.
- 35 The role of the second internal examiner is to check the use of marking criteria and exercise moderation over the marks across the group of students. Where there is a team of internal examiners associated with a module, the Module Internal Examiner shall normally perform the moderating role.
- 36 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

- 37 Subject Standards Examiners appointed to modules at Intermediate, Honours and Masters levels (and where applicable Preparatory and Certificate levels – refer 22.5 above) shall be sent a sample of students' work to enable them to carry out their full responsibilities specified in Regulation 22 above. Normally this will be a minimum of 20 items of assessed work for each module (or, if fewer, the total number of items of assessed work submitted). This shall be spread across the range of assessment tasks and all classification bands and failing grades. For postgraduate dissertations the normal sample size will be 10 items of assessed work.

### Feedback to students

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

## **The appointment of external examiners**

- 39 New external examiners shall take up their appointments on the retirement of their predecessors, though they may be appointed before the date of retirement in order to observe relevant 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.

- 40 Appointment dates for external examiners shall take account of the timing of assessed work in such a way that they may be fully involved in the assessment process. For taught courses, external examiners' normal term of office shall be one which allows the examiner to assess four successive groups of students, thus normally four years.
- 41 External examiners shall not normally hold more than the equivalent of two substantial undergraduate appointments in the university sector as a whole at the same time.

#### Awards Examiners

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

#### **External Examiners' reports**

- 43 Subject Standards Examiners shall report annually to the Vice-Chancellor on behalf of Academic Board on the conduct of the assessments just concluded and on issues related to assessment, including:
- 43.1 the standards of the overall performance of the students in relation to their peers on comparable courses or the standards that obtain in professional practice. Evidence shall be provided for the judgement made in this respect drawn from the examiner's views of the strengths and weaknesses of students; the quality of knowledge and skills (in relation to the University's general educational aims and scheme, course and module aims and learning outcomes) demonstrated by the students;
  - 43.2 the structure, organisation, design and marking of all assessed work;
  - 43.3 the quality of teaching as indicated by student performance;
  - 43.4 lessons that can be drawn for the curriculum, syllabus, teaching and assessment methods and resources of the course;
  - 43.5 the University's administration of the assessment process, and the quality of communications with the examiner;
  - 43.6 any other recommendations arising from the assessment process.
- 44 Awards Examiners shall report on the conduct of conferment of awards and the standards that obtain across the course or scheme.
- 45 The purpose of external examiners' reports is to enable the Vice-Chancellor on behalf of Academic Board to judge whether the course complies with appropriate standards and is meeting its stated aims and to arrange for any necessary improvements to be made, either immediately or at the next review as appropriate.
- 46 External examiners shall report direct to the Vice-Chancellor as Chair of the Academic Board if they are concerned about standards of assessment and performance, particularly where they consider that assessments are being conducted in a way that jeopardises either the fair treatment of individual students or the standard of the University's Awards.
- 47 External examiners shall report publicly as directed by the University.

- 48 External examiners' annual reports and the records of actions taken in response to them shall form part of the documentation used in the monitoring of taught provision.

## **Roles and functions of Assessment Boards**

### Subject Standards Boards

- 49 Subject Standards Boards, as provided by Regulation 4 above, and operating under Terms of Reference set out below, shall be responsible for setting and monitoring the standard of student achievement and the confirmation of marks for the assessment and reassessment of individual students at the level of the module. If made through due process, the academic judgements of Subject Standards Boards shall be final. Subject Standards Boards shall not normally be associated with programmes of research.
- 50 No other body shall confirm marks with the exception that the University Awards Board may do so where Subject Standards Examiners have agreed the marking standards of any sample submitted to them but a quorate sub-committee (see Regulation 57 below) of the Standards Board has for any reason been unable to meet. Where marks are the subject of an appeal against a decision of an Assessment Board (see Section 10.4), and that appeal is upheld, the action shall be progressed under the auspices of the Subject Standards Board.
- 51 Heads of Academic Departments shall certify annually to Academic Board that appropriate standards obtain in the subject area.

### The University Awards Board

- 52 The University Awards Board, as provided by Regulation 3 above, and operating under terms of reference below, shall confer awards for all taught provision of the University but excluding Research Degrees. Awards shall be conferred on the basis of the marks confirmed by Subject Standards Boards, which the Awards Board shall have no power to change. If made through due process, the academic judgements of the Awards Board shall be final.
- 53 No other body shall confer awards of the University, with the exception of honorary degrees and Research Degrees conferred through the Research Degrees Committee. Where a student's award is the subject of an appeal against the decision of an Assessment Board (see Section 10.4) and that appeal is upheld, the resulting award shall be conferred by the Awards Board.
- 54 Awards Examiners present when awards are conferred shall be invited to affirm that the decisions reached by the Board have been arrived at through due regulatory process. These decisions shall be formally recorded.
- 55 On any matter where the Awards Board cannot reach consensus, the Awards Boards shall normally decide by majority vote. However, on matters of principle and at the request of Awards Examiners, the Chair may decide to refer the matter to the Academic Board.

### All Assessment Boards

- 56 Chairs and members of the University Awards Board and Subject Standards Boards appointed in accordance with Regulation 5 above are accountable to Academic Board for the fulfilment of the terms of reference of the Awards Boards and Standards Boards (see below). All matters discussed at an Assessment Board in relation to individual students, the confirmation of marks or the conferment of awards are strictly confidential. No discussion of individual results with students or staff shall take place until results have been formally ratified and published.

- 57 Marks may be confirmed for publication by a sub-committee of the relevant Subject Standards Board consisting of the Chair or Vice Chair, the Secretary and one other member provided internal second marking has been carried out in accordance with these regulations and provided (for Intermediate, Honours and Masters level modules) that External Examiners have reviewed a sample of student work and commented on the appropriateness of marking standards.
- 58 Arrangements for Assessment Boards for collaborative provision shall be consonant with the principles and processes described above. In particular all recommendations for awards shall be reported to the University Awards Board (or its Chair if the cycle of meetings requires this) for formal conferral. For operational reasons meetings to confirm results and those to review outcomes and monitor the course may be scheduled in a single session with External Examiners invited to attend; such variations will be set out in the Memorandum of Agreement and associated documentation.

### **Delegation of responsibility for assessment**

- 59 A Subject Standards Board may delegate the tasks within its terms of reference to individual members and groups of members, subject to the requirement for confirmation of marks specified in Regulation 57 above.
- 60 The Awards Board, at the time when it meets to confer awards, shall agree explicit arrangements for delegating any outstanding decisions to its Chair and Vice-Chair/s. Decisions taken by the Chair shall be signed by him or her and shall be notified by to the Award Examiners at the board's next full meeting.

### **Students and Assessment Boards**

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

### **Secretary of Assessment Board**

- 63 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**

- 64 The University has established Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 10.4 below) which are available to students in the Student Handbook and on the University's web pages.
- 65 The grounds on which an appeal shall be deemed valid are set out in the Procedures in Section 10.4. Disagreement with the academic judgement of a Subject Standards Board or an Awards Board shall not in itself constitute grounds for a request for reconsideration by a student.

### **Exceptional circumstances**

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

### **Grievances and complaints**

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

## ***Terms of reference for a Subject Standards Board***

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- 1 A Subject Standards Board is an Assessment Board for a clearly delineated group of modules which may contribute to one or more courses, responsible to the Academic Board. It shall operate within the University's Academic Regulations and Procedures and guidelines determined from time to time by the Academic Board. It is the responsibility of the appointed Chair to ensure the effective operation of these arrangements. An explicit scheme of delegation of tasks to individual members or groups of its members shall be published by Subject Standards Boards at the outset of each academic year and reports shall be made to the Boards when tasks are accomplished.
- 2 A Subject Standards Board shall have no power to confer awards on individual students. Rather, it is charged with setting and monitoring the academic standards of modules that contribute to the University's awards on behalf of Awards Boards and ensuring coordination of the assessment process of all modules on all courses in a particular subject area.
- 3 In the discharge of these duties, the Subject Standards Board shall be responsible for the following matters, normally on an annual basis:
  - 3.1 Standards-setting: keep under review the assessment scheme and coursework arrangements of modules in accordance with published deadlines;
  - 3.2 Standards-setting: approve examination papers and coursework assignments that form a major part of the assessment of a module; it may delegate to Internal Module Examiners the approval of individual coursework assignments where these are not the principal mode of assessment;
  - 3.3 Standards-setting: approve detailed marking criteria which relate the marks given to the knowledge and skills demonstrated by the students;
  - 3.4 Standards-setting: confirm marks of students provided by Internal Module Examiners, after a process of double-marking by internal examiners and sampling by Subject Standards Examiners. Subject Standards Boards are not permitted to adjust the marks of individual students; where issues relevant to the marking standards are identified by Subject Standards Examiners a re-mark of the work of all affected students will normally be appropriate. Where the marking standards of the initial assessments for a module have been approved by an Subject Standards Examiner through the scrutiny of a properly selected sample, marks for reassessments of the same component(s) may be published to students as confirmed without the requirement for an External Examiner to see an additional sample.
  - 3.5 Standards-setting: oversee the standing arrangements to assess applicants' prior (experiential) learning and give APEL credit, determine the marks which can be carried forward from applicants' prior learning into their final results, in consultation with the APL Board, which itself can act as a Subject Standards Board;
  - 3.6 Ensure that where alternative methods of assessment have been approved for disabled students assessment tasks are delivered in accordance with Internal Needs Assessment Reports and are an equivalent and comparable way of assessing the learning outcomes of the module.

## **Membership of a Subject Standards Board**

- 1 The Chair, who shall not normally be a course leader, and Vice-Chair nominated by the Head of Department and appointed by the Deputy Vice Chancellor (Academic).
- 2 Internal Module Examiners (who are coordinating internal examiners for modules), nominated by the Head of Department and appointed by the Deputy Vice Chancellor (Academic).
- 3 All other internal examiners (those who have authority to assess students' work and award marks) nominated by the Head of Department and appointed by the Deputy Vice Chancellor (Academic).
- 4 Subject Standards Examiners duly appointed (see Section 8.1, Regulation 5).

Confirmation of module results for publication will normally be carried out by a sub-committee (see regulation 57) and will not require a full meeting of all members of the Board

*Details of Chairs, Vice Chairs and Internal Module Examiners will be communicated to the Director of Academic Administration at the start of each academic session. Chairs and Vice Chairs of Subject Standards Boards will be reported to the October meeting of the University Awards Board.*

# Terms of Reference of the University Awards Board

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1 The University Awards Board is an Assessment Board for all the University's taught courses, 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 (via the Joint Standards 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.

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, scheme regulatory framework, or other relevant regulations, whether:

## *Undergraduate courses*

2.1 a student shall be awarded one of the following: Foundation Award, University Certificate, University Certificate (Work-based Learning), 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 Certificate, Graduate 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 Head of Department or their nominee, a student shall be required to leave the course and shall have their enrolment terminated if it is not possible for the student to achieve any award within the relevant regulations. Responsibility for considering requests from Academic Departments will normally be delegated to the Chair of the Awards Board.

## *Postgraduate courses*

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

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 Head of Department or their nominee, a student shall be required to leave the course and shall have their enrolment terminated if it is not possible for the student to achieve any award within the relevant regulations. Responsibility for considering requests from Academic Departments will normally be delegated to the Chair of the Awards Board.

#### *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 from Taught Provision Committees 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 Joint Standards Board 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 the Chair of Academic Board.
- 2 Heads of teaching departments, ex officio and attending according to cyclical arrangements approved by the Board.
- 3 Up to eight Awards Examiners appointed by the Chair of Academic Board.

*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, 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.*

# ***The role and responsibilities of the Research Degrees Committee***

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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 5 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 8.1 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, for PhD direct or for professional doctorates, 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 agree the process, assessment and awards for PhD by prior output, DLitt and DSc; and
  - 4.6 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.

## 8.2 Regulations for certification

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### Conferments

- 1 The relevant Awards Board shall be the conferring body, having delegated authority from Academic Board (see Section 8.1 above), with the exception of honorary degrees.
- 2 An Awards Board shall not confer an award on a person unless he or she has enrolled on a course (or programme for research degree students) and has followed an approved programme of studies leading to the award, or has fulfilled the regulations for the award of PhD by Prior Output or has been admitted to a course or programme with specific credit. The student shall also satisfy the Awards Board that, as demonstrated through formal assessment, he or she has fulfilled the aims and learning outcomes for that award.
- 3 Awards shall be conferred by Awards Boards at each level or exit point of a course, provided the scheme regulatory framework or course specific 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 2.1 Regulation 39), 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 9.1 Regulation 14).
- 5 Section 9.1, 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 9.1, 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. 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 systems and arrangements in place for managing the quality and standards of taught provision.
- 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 9.1, 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 issued 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 APL procedures, Statements of Credit may not be accumulated towards an award unless (a) the student is admitted to an approved programme of study or (b) the various modules represented by more than one Statements of Credit include all those required to be completed to fulfil the learning outcomes of a specific course leading to a University award, approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
- 16 Statements of Completion and Statements of Attendance may be issued to students who attend short courses, in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
- 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.
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.
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 9 – Regulations governing responsibilities of students***

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## **9.1 Regulations concerning enrolment, renewal and termination of enrolment and payment of fees**

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### **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, current address and the disclosure of any criminal convictions. 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 8.1 Regulation 13).
- 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 (refer to Regulation 35).
- 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/crèche 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 APL 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 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 LA, 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 LA, 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
  - Cancellation of marks gained whilst a student is suspended
  - 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. The University also reserves the right to take such action in the student's home jurisdiction.
- 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 8.2 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 On completion of the enrolment process, a student shall be issued with a University ID card. The card must be presented each time that a student enters a University building,

normally by being swiped through the entrance barriers to the building, and upon request by a member of University staff. Deliberate or continual bypassing of this requirement, allowing the card to be used by others or the using of another student's ID card will be deemed a disciplinary offence under the Student Code of Conduct. The card will be revalidated for each year that the student enrolls on their course, subject to any conditions that may be placed on a student's enrolment, e.g. provision of entry qualifications, payment of tuition fees etc.

- 17 If a student has previously defaulted on tuition fee payment(s), or where the Director of Finance or the Director of Academic Administration has reason to believe that a student may not be eligible for tuition fee support, a student may be required to make a payment of fees prior to enrolment being confirmed.
- 18 Where a student has not completed the formal process of enrolment but, by their actions, are deemed to be undertaking activities compatible with the status of an enrolled student, the Director of Academic Administration may formally enrol a student and charge the relevant tuition fee. Such activities would include attendance at classes, submission of work, frequent use of their ID card to gain access to the University.
- 19 In matters under the jurisdiction of the Director of Academic Administration, he/she may refuse or cancel a student's enrolment where there is good reason to suggest that enrolling a student is not in the best interests of the University. In matters under the jurisdiction of the University Secretary (for example, Criminal Records Bureau checks, the University's duty of care under Health and Safety legislation and the disclosure of criminal convictions), he/she may refuse or cancel a student's enrolment where there is good reason to suggest that enrolling a student would breach the requirements set out in Regulations 3 - 5 above. In such cases, the Director of Academic Administration or the University Secretary shall inform the student in writing that their enrolment has been terminated and include the grounds upon which the decision was made. The student shall have the right to make a written representation to the Vice-Chancellor as set down in Regulation 41.
- 20 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.
- 21 Students who have been excluded on the grounds of a proven allegation of misconduct or academic misconduct considered under the relevant University procedures, 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**

- 28 A student shall renew enrolment for their approved programme of study at the start of each academic year as required by the University.
- 29 Renewal of enrolment shall be conditional on:
  - 23.1 the requirements set out in Regulations 3 - 7; and
  - 23.2 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
  - 23.3 the student having satisfied the requirements for academic progression set down in the relevant scheme or course regulations.

- 24 Subject to Regulations 32 – 39 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.

### **Intermission of studies**

- 25 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 intermit their studies (interrupt/suspend their studies) 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 intermit. The date of the start of the intermission will be the date of approval by the Director of Academic Administration. Students who have intermitted their studies will not normally have access to University facilities and premises, but may be granted limited access by the Director of Academic Administration.
- 26 A student who intermits their studies before the end of the sixth week shall be deemed to have withdrawn from any modules registered for that semester.
- 27 A student who intermits their studies after the sixth week shall not be withdrawn from any modules registered for that semester. Such an intermission shall only take effect from the end of the semester in which the intermission was agreed.
- 28 Where a student intermits their studies, but has a reassessment opportunity open, such reassessment opportunity shall remain open until the next academic year (or the reassessment period for the academic year in which the student has resumed their studies – see Regulation 29 below) **unless** the student applies for, and is granted, a further intermission of studies. In such cases, the reassessment opportunity shall lapse at the conclusion of the reassessment period for the academic year in which the student is **due** to return to their studies. A student shall **not** be eligible to sit any examinations or submit any coursework for assessment/undertake any other form of assessment during an approved intermission of studies.
- 29 When a request to intermit is approved then this will normally be for a specified period as stated in the formal confirmation from the Director of Academic Administration. Should a student wish to apply for a further intermission of studies, a separate application must be made. If, during the approved intermission of studies, a student intends to resume their studies at the start of a semester or for the reassessment period, they must inform the Director of Academic Administration in writing of their intention to do so.

### **Withdrawal**

- 30 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.
- 31 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, subject to having cleared any debts arising from the previous course.

## **Termination of status as a student**

- 32 A student's status as a student of the University shall be terminated in the circumstances outlined in Regulations 33 - 39 below.
- 33 If a student is expelled from the University under the Regulations on Student Misconduct or under the Procedures on Student Academic Misconduct (see Section 10.5) 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 Section 10.5 Regulation. 28). A person who has been expelled thus in accordance with Article 68 of the University's Articles of Association shall not normally be permitted to enrol on the same or another course at the University.
- 34 If an Awards Board determines that under the relevant scheme regulatory framework or course specific regulations it is not possible for a student to successfully complete the course on which they are enrolled because of unsatisfactory standards of work or other academic reasons (see Section 8.1 Regulation 12), 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.
- 35 If the Director of Academic Administration determines to his or her satisfaction that a student is not attending tuition, 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 but may be subject to additional conditions prior to the commencement of such enrolment, for example, the payment of all or part of the tuition fee, as deemed appropriate by the Director of Finance or the Director of Academic Administration.
- 36 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.
- 37 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.
- 38 If a student has interrupted their studies without the prior approval of the Director of Academic Administration in contravention of Regulation 25, 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.
- 39 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**

- 40 A student may make representations in respect of expulsion on grounds of academic misconduct specified in Regulation 33 above in accordance with the Procedures on Student Academic Misconduct (Section 10.5) or on grounds of other misconduct specified in Regulation 33 above in accordance with the Student Code of Conduct.
- 41 Where a student's status as a student has been terminated in accordance with Regulations 34 – 39 the student has the right to make a representation to the Vice-Chancellor. The process for the submission and consideration of such representation is set down in regulations 42-56 below.

## Representation against the decision to terminate a student's status

- 42 A student's representation against the decision to terminate his/her status shall only be considered if:
- 42.1 It is made in writing to the Student Casework Office in the Department of Academic Administration within ten working days of the letter informing the student of the decision; and,
  - 42.2 It clearly explains the grounds upon which the student disputes the decision to terminate his/her status as a student and details any mitigating factors which the student would like the Vice-Chancellor to take into account (*note - all relevant supporting evidence should be included*); and,
  - 42.3 It is signed by the student.
- 43 A student shall have the opportunity to present his/her case either orally or by way of written representations. However, where a student does not state a preference for the manner in which the representation is to be considered, the hearing shall proceed by way of written representations. Where the Vice-Chancellor considers that a hearing by way of written representations would not be in the interests of fairness, then the Vice-Chancellor shall request that the student is invited to attend an oral appeal hearing (Regulations 50-56 below set down the process for oral hearings)
- 44 The hearing shall take place within a reasonable period of time upon receipt a valid request. A member of staff from the Student Casework Office shall act as secretary.
- 45 Having fully considered the student's representation the Vice-Chancellor may:
- 45.1 revoke the termination of the student's status as a student; or,
  - 45.2 set conditions that the student must meet before the termination is revoked; or;
  - 45.3 confirm the decision to terminate the student's status as a student.
- 46 The Vice-Chancellor's decision shall be final.
- 47 The secretary shall make a record of the salient points of proceedings, which shall be signed by the Vice-Chancellor and kept as a correct record of the hearing.
- 48 As soon as is practicable after the meeting the Student Casework Office shall inform the student, in writing, of the decision.

## Process for oral hearings

- 49 For oral hearings, at least six working days before the date of the meeting the Student Casework Office shall notify the student of the time and place at which the hearing will take place. If on one occasion **only** the student provides the Student Casework Office with good reason for not being able to attend the hearing, the Student Casework Office shall make such alternative arrangements as seem appropriate. A student's working commitments shall not normally be accepted as a reasonable ground for granting a request for a re-arrangement. Other than in the case of emergencies or unforeseen circumstances, hearings will not be rearranged without at least two working days notice.
- 50 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.

- 51 The student shall have the right to be assisted by a friend at the hearing. Under the Academic Regulations, 'friend' is defined as a person, who shall normally be a member of staff or student of the University, appointed by a student to assist him/her in the conduct of his/her case at a hearing;
- 52 The student shall inform the Student Casework Office at least two working days before the hearing:
- 52.1 Whether a friend will be present at the hearing and, if so, the name and status of the friend; and,
- 52.2 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.
- 53 The student shall be responsible for informing the friend and any such witnesses of the time and place of the hearing.
- 54 Where the student is not present at the time set for the hearing, the Vice-Chancellor 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.
- 55 The Vice-Chancellor shall have power to refuse to receive evidence that, in his/her opinion is irrelevant, whether because it is repetitious of other evidence that has already been given or otherwise. New evidence, not notified in advance to the student or the Vice-Chancellor may only be introduced at the discretion of the Vice-Chancellor.
- 56 Where the Vice-Chancellor is of the opinion that relevant evidence has not been presented but could be presented if the hearing was adjourned, the Vice-Chancellor may adjourn the hearing for such evidence to be made available at a resumed hearing. The Vice-Chancellor shall only adjourn a hearing if he/she is of the opinion that any further evidence, which is likely to become available, would have a significant impact on the outcome of the hearing.



## ***Section 10 - Appendix of Associated Procedures***

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## 10.1 APL Procedures

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### Introduction

- 1 These Procedures should be read in conjunction with the University's APL Policy and Principles 2008
- 2 The accreditation of prior learning, or APL, is a means of recognising or assessing learning acquired in formal and informal settings and of giving credit for that learning against any award offered by the University, and at any level of award, taking account of the level descriptors set out in the University's awards frameworks
- 3 The University's APL Policy and Principles 2008 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 2.2). Authorised admitting officers shall adopt procedures consonant with these to assess applications for entry with alternative qualifications and experience.
- 4 APL Coordinators shall be appointed by Heads of Department to apply the approved procedures in these Academic Regulations and in the scheme regulatory frameworks or course specific regulations for giving credit to individual students and to ensure consistency and equity of decision-taking. There may be more than one APL Coordinator in each department.
- 5 The minimum and maximum amount of APL credit that may be given to an individual student is specified within each regulatory framework within these Academic regulations/course specific regulations.
- 6 Where prior learning is directly relevant to the aims and/or the learning outcomes of core and designate course modules, a volume and level of specific credit may be given against named modules. Where the subject is relevant but there is no direct module match, a volume and level of specific credit may be given towards a named award.
- 7 Where prior learning can be assessed in content and level but is not relevant to the subject matter of the named award, a volume and level of general credit may be given against the elective element of the award.
- 8 Where a significant amount of credit, such as credit for a whole level, is being considered, the University's level descriptors and relevant subject content and skills shall be the criteria for giving credit, rather than individual modules aims and/or learning outcomes. A significant amount of credit shall only be given when the University can provide or design for the student an appropriate subsequent programme of study which will allow the student to fulfil the overall aims and learning outcomes of an award.
- 9 APL credit shall be recorded on the transcript that shall accompany the student's award certificate.
- 10 On behalf of Academic Board, in accordance with approved procedures, external courses shall be credit-rated in relation to the University's Awards in response to requests from external organisations or from departments and outcomes reported to the APL Board.
- 11 The University shall normally charge a fee for the administration of APEL assessments as provided in Section 9.1. Where fees are charged for APL administration and assessment students shall be notified in advance.

### **Accreditation (or credit transfer) of prior learning certificated learning (APCL)**

- 12 The accreditation of prior certificated learning (APCL) may take place either on admission to a course or at any stage after enrolment.
- 13 Students shall submit original certification to the University in respect of any application for credit for prior certificated learning (APCL).
- 14 A departmental APL Coordinator or Recruitment Coordinator, acting on the authority of the APL Board, shall have the authority to give APCL credit to individual students by completing a standard Credit Record Form. He or she shall also be responsible for making a judgement about the currency of certificated prior learning.
- 15 If a student has achieved APCL credit at a higher level than the level at which the student is studying or applying to study at the University, the credit may be given to the student against that award
- 16 If a student has achieved APCL credit within the University or on a compatible scheme or course which can be accepted towards a University award, marks may be carried forward into the classification of the student's final award. The student shall normally make such a request at the time of applying for credit. The APL Board, acting as a Subject Standards Board, shall approve the uses of agreed conversion tables submitted by departments through the APL 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 APL Board shall make the final decision on compatibility of other courses and schemes.
- 17 APCL credit cannot be used retrospectively to replace a taught module mark awarded by a London Metropolitan Subject Standards Board.
- 18 As provided in Section 2.2, Regulation 25, the University's systems and arrangements in place for managing the quality and standards of taught provision may determine that applicants with a particular qualification are to be admitted regularly with a standard amount of credit. Where such agreement is reached, this shall be reported to the APL Board.

### **Accreditation of prior experiential learning (APEL)**

- 19 The accreditation of prior learning which is not certificated may take place either on admission to a course or at any stage after enrolment. An experience in any setting, such as paid or voluntary work or community activities, can provide appropriate learning opportunities for students. However, claims against language modules shall only be permitted for certificated and not experiential learning.
- 20 As provided under the APL Policy and Principles 2008, the APL 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 specific regulations.
- 21 The applicant or student shall be given an initial diagnostic interview with the APL Coordinator or nominee, the outcome of which shall record the credit applied for, the format and deadline of the assessment and any negotiated learning outcomes. This shall be recorded at the outset in an APEL Assessment Agreement form. The individual applicant's prior learning may be formally assessed either by requiring the applicant to take an appropriate form of assessment, which may include a written assignment, a viva, portfolio, performance, oral presentation or artefact. Attendance at APEL guidance sessions shall not in itself constitute such formal assessment.

- 22 Internal and external examiners shall be responsible for assessing whether or not the applicant has achieved the learning outcomes which will achieve APEL credit and they shall be accountable either to the APL Board acting as a Subject Standards Board or to a departmental Subject Standards Board of which they are members.
- 23 Second marking conventions and sampling conventions in these Regulations (Section 8.1) shall apply, with the rider that the APL Coordinator shall act as a one of the markers where the other marker has limited experience of the APEL process.
- 24 As a result of the assessment process in 22 above, APEL credit shall be given to a student who has achieved the requisite learning outcomes, on behalf of the APL Board acting as a Subject Standards Board or of the departmental Subject Standards Board according to explicit criteria recorded in the course specific regulations. If the assessment process warrants this, the student shall carry forward a specific mark.
- 25 A student who fails to achieve the learning outcomes within an APEL assessment shall be permitted one reassessment. This shall not be counted against the overall number of registrations permitted in the undergraduate and postgraduate assessment Regulations (see Sections 3.1 Regulation 51 and Section 4.1 Regulation 11).
- 26 The Procedures for the submission of Appeals against decisions of Assessment Boards set down the grounds and process by which a student may appeal against a decision of the APL Board (see Section 10.4).



## 10.2 Procedures covering the conduct of examinations

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### Introduction

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

### Methods of Assessment

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

### Examination Types

- 3 Examinations are invigilated time-constrained assessments, which may be one or more of the following types:
  - 3.1 **Closed:** students shall not bring into the examination room any notes or other supporting material, with the exception of instruments, such as calculators and drawing instruments, specified in the rubric on the standard-format first page of the question paper.
    - 3.1.1 The use of bilingual translating dictionaries may be permitted in all examinations except where the rubric of the examination paper states otherwise, subject to the approval processes currently in place, which are communicated via the Department of Academic Administration's web pages.
    - 3.1.2 Standard English-only dictionaries are not normally permitted, but where the nature of the particular examination paper makes them necessary, they shall be permitted if specified in the rubric.
    - 3.1.3 Dictionaries containing encyclopedic information and any form of electronic dictionaries are never permitted. Dictionaries containing annotations other than the owner's name and contact details or containing inserted material are not permitted. Checks will be carried out by invigilators to ensure that dictionaries are free of annotations and insertions.
  - 3.2 **Restricted:** students shall be permitted to make use of certain aids (for example, annotated texts) where these are specified in the rubric on the first page of the question paper.
  - 3.3 **Open:** students shall be permitted to bring any materials, including their own notes into the examination room. In such examinations, which shall not normally be set in the same room as closed or restricted examinations, the words 'Open examination' or 'Open book' shall appear in the rubric on the first page of the question paper.
  - 3.4 **Prepared:** students shall be issued with case study or similar material in advance of the examination, which they shall be permitted to bring (annotated) into the examination, to work on an unseen question paper.
  - 3.5 **Seen:** students shall be issued with the examination paper in advance, but are required to take the assessment under time constrained, invigilated conditions.
  - 3.6 **Unseen:** students shall not be issued with the examination paper or any of the questions in advance.

- 3.7 **Part-seen:** students shall not be issued with the examination paper in advance, but one or more (but not all) of the questions are issued in advance.
- 3.8 **Practical:** students shall be required to demonstrate practical skills under time-constrained conditions.

### **Notification to Students**

- 4 A detailed examination timetable shall normally be published by the Department of Academic Administration at least three weeks before the date of the first examination. This may be subject to subsequent minor amendments. The examination timetable shall be published on Department of Academic Administration notice boards, and the University web pages.
- 5 Each examination shall be scheduled only once in any examination period. Where an exam is offered in both the day and the evening, students should attend the exam corresponding to the mode in which they attended teaching. Modules taught in the evening will normally be examined in the evening while modules taught in the day will normally be examined in the day. Any variation to this pattern must be approved by the Chair of the relevant Subject Standards Board and agreed by the Department of Academic Administration and should normally be communicated to students through Course and/or Module Handbooks and other relevant media at or before the start of the relevant semester.
- 6 It shall be a student's responsibility to inform himself or herself of the due time and place for each examination, and to present himself or herself for examination at the appropriate time.

### **Production of examination question papers**

#### *Responsibility for allocation of duties*

- 7 The Head of 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 Regulation 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 semester.
- 9 Subject Standard examiners shall be consulted on all examination question papers prior to the examination, except those at Certificate level and those at sub-degree level which are part of extended degree arrangements (see Section 8.1, Regulations 20 and 22.4). Together with examination papers external examiners shall also receive assessment criteria, marking schemes and/or specimen answers, prepared at the same time by the internal examiner(s).

- 10 A separate question paper shall be produced for each examination for a particular module which is not examined concurrently.
- 11 An 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. Staff setting question papers must take care to provide an appropriate variety of questions over several successive papers, and where possible avoid repetition of identical questions even over a period of several years. Staff should also take care when using material that may be subject to copyright legislation, including appropriate referencing of source material.

### *Standard-format first page*

- 13 The standard-format first page for question papers, published via the Academic Administration web pages, must be used for all examination papers. Date and start time may be left blank when the paper is provided to Academic Administration prior to the publication of the relevant period examination timetable, but all other sections must be completed. Care should be taken to specify the correct type of examination (see 3 above), especially where the type is other than 'closed' and 'unseen', and any materials supplied or permitted in the examination must be clearly specified.
- 14 The duration of the examination<sup>1</sup> is required. Reading time shall not be specified separately from the overall time allowed to students.
- 15 Clear instructions shall be provided as to the number of questions to be attempted by students, and whether the student has a free choice, or is required to answer some compulsory questions or to select from certain sections.
- 16 The maximum marks available for each question or part question shall be clearly indicated.

### **Preparation of examination materials**

- 17 Arrangements for the drafting and approval of examination papers must allow sufficient time for the external examiners to perform their consultative role. Draft examination papers shall be typed, internally moderated and submitted to the appropriate external examiner not later than the specified date by the Department of Administration. Once external examiners have commented, the final version of the paper shall be submitted to the Department of Academic Administration not later than the specified date. The date for submitting seen papers and other material that students need to see in advance is earlier than the date for unseen papers, so that the seen material may be published to students in advance of the examination via the University's website. The specified dates for submission are published to academic staff via the Academic Administration web pages. The Department of Academic Administration shall be responsible for reproduction of examination papers.

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<sup>1</sup> The length of examinations is determined as part of the University's processes of validation of modules and any amendment to the length of an examination is governed by the processes for changing assessment instruments detailed in the Taught Provision Handbook.

- 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 13 above), and provided to the Department of Academic Administration so that they can be included in the package for the examination.
- 19 The package of question papers shall be stored securely in a room inaccessible to students. 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 other than computer-based exams and practical exams not requiring documented answers.

### **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 8.1, Regulation 16).
- 22 The arrangements for written examinations (examinations aside from practical examinations as defined in 3 above) shall be in accordance with the procedures detailed below, except where the Director of 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 Other than for seen examinations, examinations which involve the same question paper shall commence at the same time. This rule applies equally to courses delivered at the University's collaborative partner institutions, where the same examination may be taking place at different sites. Additional seen examinations involving the same question paper must commence within 48 hours of the first sitting published in the examination timetable.
- 24 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. However, all practical examinations and tests taking place during any of the three main exam periods shall be advised to the Department of Academic Administration along with confirmation of other exams required, so that they may be included in the exam timetable published to students on the website

### **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;
  - 25.4 provision of information and materials to the invigilators responsible in each examination room.

### *Examination rooms*

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

### **Role of invigilators**

- 30 Invigilators shall be responsible for the smooth running of the examinations in their charge, and for ensuring that the regulations and procedures covering the conduct of examinations are observed. They shall be fully conversant with these Procedures concerning their duties and with additional examination procedures and guidance published by the Department of Academic Administration via its web pages and in invigilators' packs.
- 31 There shall be a minimum of two invigilators in each examination room, and normally at least one invigilator for every 30 students overall. At least one invigilator shall be present in the examination room at all times when an examination is in progress. 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 and shall have overall responsibility for the conduct of the examination session, and for ensuring that both students and invigilators abide by these Procedures covering the conduct of examinations. The Head of the relevant Academic Department shall designate the Senior Invigilator for each examination. In cases where examinations from different departments are held in the same room, the Director of Academic Administration shall designate the overall Senior Invigilator for the room. The Director of Academic Administration shall designate the Senior Invigilator for clash and special examination sessions (see 40 and 43 below).

### *Appointment of invigilators*

- 33 The responsibility for nominating staff to invigilate an examination lies with the Head of the Academic Department. Normally, staff involved in teaching a particular module shall invigilate the relevant examination. Nominations shall be made by the specified date to the Department of Academic Administration, who shall co-ordinate the invigilation rota.

### **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 8.1, 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 Internal Needs Assessment Report shall be made in writing to the Department of Academic Administration, by the date published by the Department of Academic Administration. In exceptional cases including accident or emergency or cases requested by Student Services, requests may be accepted at a later date and processed where possible.
- 36 Where the Director of Academic Administration approves a request for special examination arrangements, the examination shall take place concurrently with the main examination, normally in a separate room to the rest of the cohort. The circumstances and facilities of the special examination are at the discretion of the Director of Academic Administration. Normal invigilation procedures shall apply, with the exception that where only one student is taking the exam in the room, only one invigilator is normally required.
- 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 may be made (refer to Section 8.1 Regulation 8).

#### *Alternative examination accommodation*

- 39 Alternative examination accommodation is intended for students with either temporary or permanent disabilities, medical conditions, dyslexia, extreme examination anxiety or other psychological problems.
- 40 The Department of Academic Administration shall identify locations for special examinations, schedule special 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. Examinations may only be taken in locations approved by the Director of Academic Administration and examinations taken overseas shall be conducted in accordance with these Procedures. Practical examinations shall not be taken abroad.
- 42 Normally an administrative charge will be payable, in addition to charges made by the hosting institution, which will be payable by the student. All arrangements must be made in line with deadlines set by the 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, by the published deadline. 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 shall be reported as an allegation of academic misconduct (see Section 10.5 Procedures on Student Academic Misconduct).
- 45 A student shall not be permitted to leave the clash room until any exam for which he or she has seen the paper has been underway at the main location for at least 30 minutes.

### **Before the examination**

- 46 The invigilators shall collect the materials required for the examination from the designated point and begin to lay out the materials in the examination room at least 30 minutes before the examination is due to commence. The materials shall include not only the question papers and blank answer books and supplementary answer books, but also attendance slips, any mathematical or other tables required, and tags (for students to tie together the various sections of their scripts).
- 47 The invigilators shall ensure that all preparations for the examination are concluded before students are permitted to enter the examination room. Under no circumstances shall students be permitted in any room, which has already been prepared for an examination, in the absence of an invigilator.
- 48 Students shall be admitted to the examination room five minutes before the scheduled start of the examination to allow them to find their seats and to check they that have all necessary writing aids, calculators or drawing instruments necessary for the examination. It is the responsibility of each student to ensure that he or she brings all such necessary equipment to the examination room. For larger examinations students should be admitted earlier, and where there is more than one examination scheduled in the room, students should be admitted in their examination groups.
- 49 Students shall leave briefcases, bags and coats in a place within the examination 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 or other electronic devices on their person at any time during the examination, but these may be kept, switched off, not just silent, 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 is not specifically permitted in the rubric of the examination paper.
- 51 A student shall display his or her ID card on his or her examination desk. A student who fails to display his or her ID card will be allowed to commence the examination. The Senior Invigilator shall record the details of any student without a valid ID card, who shall be required to confirm his or her identity at the end of the examination and before leaving the examination room. The lack of ID card and the method of confirming identity shall be

recorded in the answer book and in the Senior Invigilator's Report, and it is essential that the student's signature is on the fold down corner of the answer book cover.

### **The start of the examination**

- 52 Before the examination starts, the Senior Invigilator shall remind students of the following:
- 52.1 they are now subject to the Procedures covering the conduct of examinations and should not communicate with any other student;
  - 52.2 they should check that they have the correct examination paper, and should carefully read the rubric at the top of the paper;
  - 52.3 they should read and comply with the instructions on the front of the answer books; use only the official stationery provided; write rough work in the answer books and then cross it through;
  - 52.4 they must remain in their seats; if they wish to gain the attention of an invigilator, they should raise their hand;
  - 52.5 they may only leave the room with the permission of an invigilator; they will not be permitted to leave the room during the first 30 minutes, or the final 15 minutes, of the examination;
  - 52.6 they must not have in their possession any unauthorised materials or paper; any student in possession of, or using, unauthorised materials shall be subject to an allegation of academic misconduct (see Section 10.5 Procedures on Student Academic Misconduct);
  - 52.7 they should first of all complete the attendance slips and ensure that their student number is entered clearly on their answer book; where answer books are provided with a fold down area they should write their name and provide their signature in this area and seal the flap.

A standard Senior Invigilator's Announcement is normally provided in the Invigilator's pack which summarises the key points, in which case the Senior Invigilator should read this out, and then supplement as necessary to cover additional points he or she considers will help students understand what is required of them and what is and is not permitted.

- 53 If for any reason the start of the examination is delayed the Senior Invigilator shall include details in the report to the Director of 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 7.4 above). Clarification of any questions shall be limited to:
- 54.1 confirmation that there is no misprint, and the paper should read as it stands, or
  - 54.2 notification that there is a misprint: in this case the revised version shall be immediately announced to all students, and also written up at the front of the examination room. If the paper is being sat in two or more rooms, the internal examiner shall alert the Department of Academic Administration, who will ensure that all students are notified of the same version of the correction as soon as possible, including any special examination and clash sittings.

- 55 Under no circumstances shall an invigilator, whether or not the internal examiner, attempt to elucidate or interpret the paper. Where a student believes there to be some error or ambiguity, the student shall be advised to note his/her interpretation at the beginning of the answer. Any query raised or correction made regarding the question paper shall be reported to the Subject Standards Board by the Senior Invigilator using the Senior Invigilator report form.

### **Late candidates**

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

### **During the examination**

- 57 Invigilators shall concentrate on invigilation to the exclusion of all other tasks. During the examination they shall regularly and unobtrusively move their vantage point within the room.
- 58 Invigilators shall ensure that silence is maintained, that students do not communicate with each other, or use any unauthorised materials, manuscripts or other aids not permitted in the rubric of the question paper, and that no stationery other than the official answer books is used.
- 59 If an invigilator observes a student apparently contravening the Procedures covering the conduct of examinations, he or she shall immediately inform the Senior Invigilator. The student shall be informed that the incident will be reported and will be investigated in accordance with the Procedures on Student Academic Misconduct. The invigilator shall endorse the answer book with his or her initials, the date and time of the incident, and a brief description of the circumstances. The student shall then be permitted to proceed, using a new answer book. Any unauthorised materials shall be removed and retained until after the investigation of the allegation. The invigilator shall make a full written report of all the circumstances to the Student Casework Office in the Department of Academic Administration. If the report is completed immediately at the end of the examination it should normally be returned with other necessary material to the question paper collection point, where it will be logged prior to being passed to the Student Casework Office. The report should be completed as soon as possible and normally within seven working days of the incident. The Senior Invigilator shall, in addition, note the circumstances on the Senior Invigilator report form. (See Section 10.5.8)
- 60 Shortly after the start of the examination, the invigilators shall collect attendance slips (both used and unused) for return to the 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 or eat in an examination room. Students may drink, as long as the drink is clearly visible and does not require accessing a bag or coat.
- 66 The invigilators shall make every effort to ensure that students' requirements for fresh answer books, or requests to leave the examination room, are answered as quickly as possible without disturbance. A student who requires to leave the room during the course of the examination with the intention of returning, shall be accompanied by an invigilator or other authorised person.
- 67 If a student falls ill, or a similar emergency occurs, the Senior Invigilator shall take whatever immediate action is necessary, and provide full details to the Director of Academic Administration using the Senior Invigilator's Report Form.
- 68 Students shall not normally be permitted to leave the examination room within the first 30 minutes or the last 15 minutes of an examination; if an invigilator permits a student to do so, on the basis of illness or other similar cause, a report shall be made to the Director of Academic Administration using the Senior Invigilator's Report Form.
- 69 When a student who has completed the examination leaves the examination room before the scheduled end of the examination, his or her worked script shall be collected by the invigilator before the student leaves the room, and the time of departure marked upon it.
- 70 Invigilators shall remind students when one hour of the examination remains, and when 15 minutes remain.

### **The end of the examination**

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

- 76 The Senior Invigilator shall complete the Senior Invigilator Report Form for the examination session, and ensure that Module Student Lists are annotated and Unregistered Student Lists are completed for each examination, to provide a record of all students attending. These items, together with the completed attendance slips, shall be returned promptly to the location advised by the Department of Academic Administration.
- 77 Before leaving the examination room, invigilators shall take particular care to check that no examination stationery, used or unused, has been left behind, and that all scripts have been collected. Unused stationery and attendance slips shall be returned by the invigilators at the end of the examination, to a secure location advised by the Department of Academic Administration.

### **Procedures in the event of emergencies**

- 78 In the event of a fire alarm or other emergency requiring the evacuation of the examination room, the Senior Invigilator shall note the time the examination was interrupted, and shall instruct the students to cease writing, to leave all materials (including question papers and answer books) on their desks, to leave the room in an orderly fashion, and to assemble at the specified place. The Senior Invigilator shall be the last to leave the examination room and shall, as far as possible, leave the room secure. The invigilators shall remind students that the Procedures covering the conduct of examinations continue to apply for the duration of the suspension and that student may not communicate with any persons other than the invigilator(s). As soon as possible after the evacuation, the Senior Invigilator shall notify the Department of Academic Administration of the incident.
- 79 It is not possible to establish specific procedures as to whether an examination, which has been interrupted should be resumed. If the incident is of short duration, it may be feasible to continue as soon as the examination room is again available. If the incident is prolonged (a duration of more than 30 minutes), this is usually not practicable. To enable common standards to be applied, the 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, 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, using the Senior Invigilator's Report Form. If the examination has been resumed, the scripts will be assessed in the usual way. If the examination has not been resumed the scripts will be marked, and the marks presented to the Subject Standards Board, together with the report

of the Senior Invigilator. A meeting of the Director of 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 shall have authority to take extraordinary measures in these circumstances.
- 85 The Director of Academic Administration 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 ensure that the time of their arrival is entered in the students' answer books.

## 10.3 Procedures for the submission of Mitigating Circumstances

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### Introduction

- 1 These Procedures set down the process whereby unforeseen circumstances, which have prevented a student from submitting an item of assessed work for the published deadline date, or from attending an examination, can be brought to the University's attention. Notwithstanding such circumstances, the Procedures have been approved to encourage student engagement in assessments and as such attempts to encourage claims based upon the late submission of coursework as opposed to non submission.
- 2 The Director of Academic Administration has overall responsibility for the Procedures for the submission of Mitigating Circumstances.
- 3 No student making a claim under these Procedures, whether successfully or otherwise, shall be treated less favourably than would have been the case had the claim not been made.

### Mitigating Circumstances Criteria

- 4 Mitigating circumstances are defined by the University as circumstances that are **acute, severe, unforeseen and outside a student's control that occur immediately before or during the assessment period in question.**
- 5 A claim for Mitigating Circumstances must be received at one of the Registries by the published deadline for the semester in which the circumstances relate.
- 6 A claim for Mitigating Circumstances may be submitted in relation to:
  - 6.1 late coursework, submitted up to 10 working days later than the published coursework deadline (*NB where the late coursework deadline falls within the University's Christmas and Easter vacation periods a single generic late coursework deadline shall be set and published by the University*);
  - 6.2 non attendance at an examination;
  - 6.3 non-submission of coursework.

### Validity and Invalidity

- 7 A Mitigating Circumstances claim in respect of academic performance, irrespective of whether the mark in question is a fail, or of passing standard, shall be deemed invalid. Claims in respect of academic performance are considered under the Procedures for the submission of Appeals against decisions of Assessment Board (Section 10.5) (*It should be noted that if an appeal based on academic performance is successful: (i) the student shall surrender the mark achieved for the item of assessed work concerned and (ii) the claim shall count as one of the two accepted claims as detailed in 8 below*). .
- 8 A student may have a mitigating circumstances/academic performance claim accepted on two occasions only for a particular item of assessed work. A mark of zero will be awarded for that item of assessed work with no further entitlement to be reassessed, if it is not then attempted at the next available opportunity.

- 9 Any claim supported by false documentary evidence shall be deemed invalid and will lead the University to take action under its disciplinary procedures.
- 10 A claim for Mitigating Circumstances **must** be submitted on a Mitigating Circumstances Form<sup>1</sup>, for it to be deemed valid it **must**:
- 10.1 Be completed in **full** and **specify**:
- 10.1.1 the full name of the student;
- 10.1.2 the correct student ID number;
- 10.1.2 the title(s) and code(s) of the module(s) affected;
- 10.1.3 the component(s) affected;
- 10.1.5 the relevant assessment date(s).
- 10.2 Be supported by appropriate, independent documentary evidence:
- 10.2.1 Claims in relation to late submission of coursework would normally require evidence to demonstrate mitigating circumstances for the period immediately leading up to the assessment and/or the published coursework deadline;
- 10.2.2 Claims in relation to non-attendance at an examination would normally require evidence to demonstrate mitigating circumstances for the period immediately leading up to the examination and/or the date of the examination in question;
- 10.2.2 Claims in relation to non submission of coursework would normally require evidence to demonstrate mitigating circumstances for the period immediately leading up to the assessment and/or the published coursework deadline and must in addition demonstrate why it was not possible to submit the work within the late coursework period.
- (Claims submitted without independent supporting evidence shall not be considered. Students who have good reason for failing to provide appropriate documentary evidence by the Mitigating Circumstances deadline date should consult the Procedures for the submission of Appeals against decisions of Assessment Boards);*
- 10.3 Provide full details of the circumstances, and how these circumstances have affected the student;
- 10.4 Be signed and dated by the student, unless it is impossible for the student to sign;
- 10.5 Be received by one of the Registries by the **published Mitigating Circumstances deadline date**<sup>2</sup> for the semester in which the circumstances occurred.

### **Examples as to why a Mitigating Circumstances claim will be rejected**

- 11 A Mitigating Circumstances claim will be rejected for any of the following reasons:

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<sup>1</sup> Mitigating Circumstances Forms are available from the Registries on both campuses and can be downloaded from [www.londonmet.ac.uk/mitigation](http://www.londonmet.ac.uk/mitigation)

<sup>2</sup> Mitigating Circumstances deadlines are published in Registries, the Student Handbook and at: [www.londonmet.ac.uk/mitigation](http://www.londonmet.ac.uk/mitigation)

- 11.1 The claim is not supported by appropriate, independent documentary evidence (*The original documents must be submitted. They must be signed by an appropriate third party and give details of the circumstance, the date and duration of the period affected and, where possible, its impact on the student. Evidence in the form of a Medical Certificate must specify the nature of the illness and where possible a confirmed diagnosis by a GP who saw the student at the onset of illness. The date of a Medical Certificate is critical to the consideration and post-dated certificates are not accepted*).
- 11.2 The claim does not relate, in terms of timing, to the examinations or submission dates affected.
- 11.3 The claim relates to an ongoing or long-term condition unless the condition unexpectedly deteriorates immediately before or during the assessment period (*In such circumstances students should contact Student Services in order that individual needs can be assessed*).
- 11.4 There are reasonable grounds to believe that the circumstances could have been avoided by the student, or the student could reasonably have been expected to take steps to limit the impact of the circumstances (*Examples include: leaving coursework to the last minute; missing the deadline because of computer problems or late transport; failure to make alternative travel plans when disruptions were known in advance; losing work which had not been backed up on disc*).
- 11.5 The claim results from misreading or ignorance of the University's examination timetable, or of instructions regarding the submission of coursework.
- 11.6 There are reasonable grounds to believe that the circumstances described would not have prevented the student from taking the examination(s) and/or submitting the assignment(s) by the published assignment deadline date(s).

Please note that the examples listed are not exhaustive, but refer to the most common reasons for invalidation or rejection of a claim. Students are advised to refer to the Mitigating Circumstances FAQ on the University's website at: [www.londonmet.ac.uk/mitigation](http://www.londonmet.ac.uk/mitigation) for further details and information.

### **Consideration of a Mitigating Circumstances Claim**

- 12 Claims shall be considered by Mitigating Circumstances Panel Members, approved by the Director of Academic Administration.
- 13 Each valid claim shall be assessed against the Mitigating Circumstances Criteria listed in 4-10 above. If a claim relates to more than one item of assessment, the circumstances relating to each item of assessment shall be considered individually against the criteria listed in 4 - 10.

### **Outcomes of consideration**

- 14 Claims which demonstrate that the criteria in 4 - 10 have been met, shall be accepted:
  - 14.1 If the assessment in question was submitted up to 10 working days later than the published coursework deadline (*NB where the late coursework deadline falls within the University's Christmas and Easter vacation periods a single generic late coursework deadline shall be set and published by the University*), the mark for the assignment will be confirmed.

- 14.2 If no coursework was submitted for assessment up to 10 working days later than the published coursework deadline (*NB where the late coursework deadline falls within the University's Christmas and Easter vacation periods a single generic late coursework deadline shall be set and published by the University*), or if the student was unable to attend an examination, the student will be given the opportunity to be assessed at the next assessment point<sup>3</sup> in the component(s) in question. This attempt shall replace the opportunity to which the mitigating circumstances pertained.
- 15 Accepted Mitigating Circumstances claims **shall not** result in a higher mark.
- 16 Claim(s) which do not demonstrate that the criteria in 4 - 10 has/have been met shall be rejected.
- 16.1 Where a rejected claim relates to work submitted up to 10 working days later than the published coursework deadline (*NB where the late coursework deadline falls within the University's Christmas and Easter vacation periods a single generic late coursework deadline shall be set and published by the University*) the outcome will be progressed as follows:
- First assessments:**
- 16.1.1 Where a mark awarded for a first assessment would lead to an overall pass in the module, the assessment shall be accepted and a capped mark for the module will be recorded; except, where the student has achieved sufficient marks for an overall pass in the module excluding the mark for any late work, in which case a mark of zero will be recorded for the item of late work but the overall mark for the module will not be capped, but will instead be based solely on the work submitted by the deadline.
- 16.1.2 Where a mark awarded for a first assessment would not lead to an overall pass in the module, a mark of zero shall be awarded for the assessment(s) in question.
- Reassessments:**
- 16.1.3 For any reassessment, a mark of zero shall be awarded for the assessment(s) in question.
- 16.2 Where a rejected claim relates to non submission of coursework or non attendance at an examination (as detailed in 14.2 above), a mark of zero shall be awarded for the component(s) in question.
- 17 All Mitigating Circumstances outcomes shall be communicated by the Department of Academic Administration to the relevant Subject Standards Board.
- 18 Mitigating Circumstance outcomes shall be published on Evision normally at the same time as the publication of the relevant module result(s). Students **will not** be contacted individually, in writing or otherwise, to inform them of the outcome of their claim.

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<sup>3</sup> The next assessment point normally relates to the summer resit period of the academic year in which the module was taken. However, where a claim is accepted for the autumn semester for a module which is also available in the spring semester, the student **may choose** to take the further assessment opportunity during that spring semester assessment period instead of the summer resit period. Where a student has a further assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year, regardless of whether it is a first assessment or reassessment.

## Rejected claims and appeals

- 19 There is no mechanism within these Procedures to reconsider a Mitigating Circumstances decision.
- 20 Where a student has been affected by mitigating circumstances which prevented him/her from submitting an item of assessed work by the published deadline date, or from attending an examination, but was unable, for good reason, to draw proper attention to these circumstances via these Procedures, the student may submit an appeal. (See 10.3 Procedures for Appeals against decisions of Assessment Boards.)
- 21 The appeals process **cannot** be used to challenge the mitigation outcome.



## 10.4 Procedures for the submission of Appeals against decisions of Assessment Boards

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### Introduction

- 1 These Procedures are intended to protect students in University examinations and/or course assessments, including APL assessment, against the possibility of unfair assessment resulting from omission or error on the part of the appropriate University authorities, or from unforeseen circumstances affecting a student. No student appealing under these Procedures, whether successfully or otherwise, shall be treated less favourably than would have been the case had an appeal not been made.
- 2 If a student wishes to present a complaint about the University, its courses or services or the individuals concerned in their delivery, the Student Complaints Procedure should be used. In cases where delay has occurred as a result of confusion over which is the correct procedure to follow, the date of the first enquiry shall be considered to be the date on which the appeal was lodged.
- 3 Research degree students should use the appeals process outlined in the Research Degree Regulations. Students who wish to appeal against an Academic Misconduct decision should refer to the appeals section of **those** procedures. Students enrolled on a course of the University delivered via a collaborative arrangement by another institution shall be subject to these Procedures unless otherwise indicated in the Administrative Schedule.
- 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.
- 5 The Director of Academic Administration has overall responsibility for the Procedures for Appeals against decisions of Assessment Boards.

### Validity and Invalidity

- 6 An appeal in respect of an academic judgment arrived at through due process shall be deemed invalid.
- 7 For an appeal to be valid it must:
  - 7.1 Be made in writing on the appropriate Appeal Form<sup>1</sup>;
  - 7.2 State the title and code of the module, the component(s) affected and the assessment period and academic year in respect of which the appeal is being made;
  - 7.3 Include all appropriate, supporting independent evidence;
  - 7.4 Be dated and bear the full name, student number and signature of the student;
  - 7.5 Be received within ten working days of the date of publication of the result(s) of the assessment(s) concerned;
  - 7.6 Be submitted in person at the Student Casework Office or at an Undergraduate or Postgraduate Registry or if submitted by post, must be addressed directly to the

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<sup>1</sup> Appeal Forms can be downloaded from the Student Casework Office web page.

Student Casework Office. The University does not accept responsibility for the receipt or late delivery of appeals submitted by post.

## Grounds of appeal

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

8.1 that the University did not act in accordance with the relevant Regulations and/or Procedures in the provision and execution of the assessment process and that this, in turn, had a significant impact on the student;

*Such appeals must be made on an 8.1 Appeal Form and must:*

- *identify the Regulations and/or Procedures concerned;*
- *explain the way in which the University's actions differed significantly from those set out under those Regulations and/or Procedures,*
- *include independent third party evidence which corroborates the claim*

8.2 that the student had been affected by mitigating circumstances which prevented him or her from submitting an item of assessed work by the due deadline or attending an examination, to which the student was unable, for good reason, to draw proper attention via the University's Mitigating Circumstances Procedures\*.

*Such appeals must be made on an 8.2 Appeal Form and must:*

- *explain why the student was unable to submit a claim of Mitigating Circumstances via the University's standard procedure for such claims;*
- *explain the circumstances which occurred and show how these prevented the student from submitting the item(s) of assessed work by the due deadline or from attending the examination(s) in question;*
- *include independent third party evidence which corroborates both of the above claims.*

\* Appeals made under 8.2, will be assessed against the criteria set down in the Procedures for submission of Mitigating Circumstances.

8.3 that the student's academic performance\*\* in an exam or in an item of coursework submitted by the due deadline, had been significantly impaired by mitigating circumstances which occurred immediately prior to the assessment date.

*Such appeals must be made on an 8.3 Appeal Form and must:*

- *explain the circumstances which occurred and how these would have significantly impaired the student's academic performance in the item of assessment;*
- *include independent third party evidence which corroborates the claim.*

\*\* Before submitting an appeal under 8.3, it should be noted that, if successful: (i) the student shall surrender any mark achieved for the item of assessment concerned (see 13, below) and (ii) a student may have a mitigating circumstances/academic performance claim accepted on two occasions only for a particular item of assessed work. A mark of zero will be awarded for that item of assessed work with no further entitlement to be reassessed, if it is not then attempted at the next available opportunity.

## Common reasons why appeals are unsuccessful

9 The following list is not exhaustive but details the most common reasons why appeals are rejected or deemed to be invalid.

- 9.1 The appeal was received outside the deadline of ten working days from the publication of the result(s) concerned without **good reason** and evidence for the delay (*In cases where a delay is unavoidable, the appeal must be submitted as soon as possible after the deadline and must include an explanation and independent supporting evidence covering the entire period.*)
- 9.2 The student claims, under grounds 8.1, that a computational error occurred in arriving at a final mark but did not query this by submitting a Module Query Form (MQF) to the appropriate Registry within ten working days of publication of the result concerned, and the appeal does not include good reason and evidence for their failure to do so.
- 9.3 The student claims, under grounds 8.1, that a computational error occurred in arriving at a final mark, despite having already queried this via a Module Query Form and having received a response from Registry within 20 working days.
- 9.4 The appeal is made on grounds 8.2 but does not meet the criteria set down in the Procedures for the submission of Mitigating Circumstances. (*Students who wish to appeal on grounds 8.2 are strongly advised to familiarise themselves with these criteria.*)
- 9.5 The appeal does not relate to decision of an Assessment Board.
- 9.6 The student's claim of mitigating circumstances could, in the opinion of the University, have been disclosed via the Mitigating Circumstances Procedure.
- 9.7 Although frequently cited in appeal applications, the following situations do not constitute valid grounds for appeal:
- The student disagrees with the academic judgement of an Assessment Board in assessing the merits of an item of academic work or the classification of a final award, where the Board's decision was reached in accordance with the regulations. (*In such circumstances the student should request feedback from the relevant tutor /module tutor.*)
  - The student was ignorant of the published assessment regulations and procedures, including deadlines for the submission of assessments, claims of Mitigating Circumstances and Appeals against decisions of Assessment Boards.
  - The student's academic performance was affected by poor teaching, supervision or guidance. (*In such circumstances the student should submit a complaint in accordance with the Student Complaints Procedure.*)

### **Consideration of an appeal**

- 10 The Student Casework Office shall check each appeal against the criteria listed in 6 and 7 above. Any appeal that does not meet these criteria shall be deemed invalid and the student shall be informed of this decision at the earliest opportunity.
- 11 The Student Casework Office shall consider each valid application and determine whether the ground(s) listed in Regulation 8 has/have been clearly demonstrated. In such cases the appeal shall be upheld and the Assessment Board shall be advised of the action to be taken. In cases where an appeal has not clearly demonstrated that the ground(s) of appeal have been met; the appeal shall be rejected. The student shall be informed of this decision at the earliest opportunity and granted a further ten working days in which to submit relevant

additional evidence to clearly demonstrate the ground(s) on which the appeal has been made.

- 12 The Student Casework Office shall consider any further relevant additional evidence submitted for the deadline set down in 11 above, and determine whether the grounds have been clearly demonstrated. In cases where the additional evidence clearly demonstrates that the grounds have been met, the appeal shall be upheld and the Assessment Board shall be advised of the action to be taken. In cases where the additional evidence does not clearly demonstrate that the grounds of appeal have been met, the appeal shall be rejected and the student shall be informed of this decision at the earliest opportunity. The student shall also be informed that the University's internal procedures for appeal have been exhausted.
- 13 For appeals made under 8.3, the outcomes shall be as follows:
  - 13.1 If successful, the assessment/reassessment concerned will be voided and any mark achieved **must be surrendered**. The student will then be granted a further assessment/reassessment, at the next available opportunity, in place of the voided attempt.
  - 13.2 If unsuccessful, the published result for the assessment/reassessment concerned will stand.
- 14 If, after the appeal procedure has been followed to its conclusion, the student remains dissatisfied with the outcome they may pursue the appeal further with the Office of the Independent Adjudicator for Higher Education<sup>2</sup>. In such a case the student should request in writing, a Completion of Procedures letter from the Student Casework Office.
- 15 The Vice-Chancellor, on behalf of the University, shall have power to re-open any appeal where it appears that it would be in the interests of fairness to do so. When deciding whether to exercise this discretion, the Vice-Chancellor shall not normally exercise this power more than six months after the conclusion of the relevant proceedings.

#### Note

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

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<sup>2</sup> [www.oiahe.org.uk](http://www.oiahe.org.uk)

## 10.5 Procedures on Student Academic Misconduct

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### Introduction

- 1 The purpose of these Procedures is to protect the academic standing of the University and the academic integrity of its awards, for the benefit of both the University and its students, whether past, present or future.
- 2 It is a student's responsibility to familiarise him or herself with the academic conventions and practices applicable to the course on which they are enrolled. It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own and that they observe all Regulations, Procedures and instructions governing examinations.
- 3 For the purposes of these Procedures, the term 'academic misconduct' includes all forms of cheating, plagiarism and collusion. For illustrative purposes, the table below, although not exhaustive, sets out categories of academic misconduct.
- 4 All decisions regarding the imposition of penalties under these Procedures shall take full account of the duty to act in a fair and equitable manner.
- 5 These Procedures also provide the opportunity for students to receive formative guidance on academic conduct and associated practices by making available, to students who are found to have contravened them, structured tutorial support (refer to 27).
- 6 The Director of Academic Administration has overall responsibility for the Procedures on Student Academic Misconduct.

### Penalties

- 7 Table of Penalties

**This applies to first offences of academic misconduct. Students who have a previous proven allegation against them should note that the minimum penalty for a second or subsequent substantiated allegation of academic misconduct shall be Penalty 4.**

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

## 7.1 Examinations or tests

Type of academic misconduct		Penalty to be imposed
7.1.1	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.	<b>Penalty 1</b>
7.1.2	Removing any script, paper, or other official stationery (whether completed or not) from the examination room, unless specifically authorised by an invigilator or examiner.	<b>Penalty 2</b>
7.1.3	Introduction or use of devices of any kind other than those specifically permitted in the rubric of the paper.	<b>Penalty 2</b>
7.1.4	Communicating with another student or with any third party other than the invigilator/examiner during an examination or test.	<b>Penalty 2</b>
7.1.5	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.	<b>Penalty 3</b>
7.1.6	Obtaining access to an unseen examination or test prior to the start of an examination/test.	<b>Penalty 4</b>
7.1.7	Possession of crib sheets, revision notes etc. at any time during an examination or test.	<b>Penalty 4</b>
7.1.8	Attempting to persuade another member of the University (student, staff or invigilator) to participate in actions which would breach these Procedures.	<b>Penalty 5</b>
7.1.9	Being party to any arrangement whereby a person other than the candidate represents, or intends to represent, the candidate in an examination or test.	<b>Penalty 5</b>
7.1.10	Taking into an examination a pre-written examination script for submission and exchanging it for a blank examination script.	<b>Penalty 5</b>
7.1.11	A penalty of expulsion shall be applied where a student has previously received a Penalty 5 under these Procedures (refer to Appendix 10.5.2 - 3) or where multiple allegations are made within one semester that each individually equate to Penalty 5.	<b>Penalty 6</b>
7.1.12	Being party to any other arrangement that would constitute a breach of these Procedures	<b>Penalty will correspond to the nature of the offence and will be in accordance with penalties outlined for each of the above</b>

## 7.2 Coursework

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

Type of academic misconduct		Penalty to be imposed
7.2.1	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.	<b>Penalty 1</b>
7.2.2	Use of quotes or close paraphrasing without the use of quotation marks and referencing, where the student <b>has</b> cited the plagiarised material in the bibliography.	<b>Penalty 2</b>
7.2.3	Making available work to another student, either intentionally or as a result of negligence, that can be presented as another student's.	<b>Penalty 2</b>
7.2.4	Representation of work produced in collaboration with another person or persons as the work of a single student.	<b>Penalty 2</b>
7.2.5	Isolated use of quotes or close paraphrasing without the use of quotation marks and referencing, where the student <b>has not</b> cited the plagiarised material in the bibliography.	<b>Penalty 2</b>
7.2.6	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.	<b>Penalty 3</b>

7.2.7	Prevalent use of quotes or close paraphrasing without the use of quotation marks and referencing, where the student <b>has not</b> cited the plagiarised material in the bibliography. Item of assessed work < 25% of the overall module	<b>Penalty 3</b>
7.2.8	Prevalent use of quotes or close paraphrasing without the use of quotation marks and referencing, where the student <b>has not</b> cited the plagiarised material in the bibliography. Item of assessed work > 25% of the overall module	<b>Penalty 4</b>
7.2.9	Taking without permission another student's work and submitting it as the student's own work (where the originator is <b>not</b> denied the opportunity of submission).	<b>Penalty 4</b>
7.2.10	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.	<b>Penalty 5</b>
7.2.11	Stealing another student's work and submitting it as the student's own work (where the originator <b>is</b> denied the opportunity of submission).	<b>Penalty 5</b>
7.2.12	Attempting to persuade another member of the University (student or staff) to participate in actions which would breach these Procedures.	<b>Penalty 5</b>
7.2.13	A penalty of expulsion shall be applied where a student has previously received a Penalty 5 under these Procedures (refer to Appendix 10.5.2 - 3) or where multiple allegations are made within one semester that individually equate to Penalty 5.	<b>Penalty 6</b>
7.2.14	Being party to any other arrangement that would constitute a breach of these Procedures.	<b>Penalty will correspond to the nature of the offence and will be in accordance with penalties outlined for each of the above</b>

**Please note that all imposed penalties are subservient to the undergraduate and postgraduate regulatory frameworks.**

For further information on penalties please refer to Appendix 10.5.2 below.

### **Reporting Allegations of Academic Misconduct**

#### Examination or Tests

- 8 If, during an examination, an invigilator believes that a student has engaged in academic misconduct s/he shall normally inform the student and endorse the student's answer book as follows: with the time, and a brief description of the incident and with her/his initials. Any prohibited material will be removed and retained. The student shall then be permitted to continue, in a new answer book. A written report of the incident shall be made to the Student Casework Office by the invigilator or examiner concerned, as soon as possible and normally within seven working days of the incident. The Senior Invigilator shall, in addition, note the circumstances in the Senior Invigilator Report.

#### Other Assessments

- 9 Where an internal examiner establishes that there is, in her/his view, sufficient evidence of academic misconduct, s/he shall provide a written report to the Student Casework Office as soon as possible; usually prior to the publication of the result(s) concerned and normally no later than four weeks after the publication of the result(s) concerned.
- 10 Where an external examiner establishes that there is, in her/his view, sufficient evidence of academic misconduct, s/he shall notify the internal examiner, who shall act in accordance with 9 above.
- 11 A student who believes that there are grounds for an allegation of academic misconduct against another student shall inform the relevant Module/Course Leader who shall establish if

there is sufficient evidence of academic misconduct. If such evidence is found, the member of staff shall act in accordance with 9 above.

- 12 A report<sup>1</sup> of academic misconduct shall:
- 12.1 Specify the full name(s) and number(s) of the student(s) to whom it relates;
  - 12.2 Be in writing and signed and dated by the member of staff making it;
  - 12.3 State the basis and the evidence on which the allegation has been made and be accompanied by all the relevant evidence;
  - 12.4 Provide details of the assessment, including the coursework or examination questions, the weighting of the item of assessment and any information provided to students concerning academic conventions and practices.

### Consideration of Allegations of Academic Misconduct

- 13 Where an alleged offence has been identified and a report submitted in accordance with 8 – 12 above, the Student Casework Office shall first determine if there is sufficient evidence to progress the allegation.
- 14 For **very minor cases** of academic misconduct (not listed in the Table of Penalties, 7 above), the academic department concerned shall be advised to counsel the student as to the nature of the transgression. *(In such cases, the allegation will not be progressed via these Procedures).*
- 15 In cases where there is sufficient evidence for an allegation to be progressed, the Student Casework Office shall determine if the nature of the academic misconduct clearly falls under one of the categories listed in 7 above. In such cases the allegation will be substantiated and the associated penalty imposed. The student shall be notified in writing of this decision and of their right to request a review of the decision (see 18 below).
- 16 In cases where there is sufficient evidence for an allegation to be progressed, but where the academic misconduct falls under two or more categories; e.g. in cases of **collusion**, or where there is ambiguity as to the nature of the academic misconduct, the Student Casework Office shall progress the case by notifying the student in writing of the allegation and by requesting that the student responds by the completion of a Procedural Form.
- 17 In relation to 15 and 16 above, the Student Casework Office will notify a student of the academic misconduct presented against her/him. Notification to the student shall include:
- 17.1 A copy of the allegation and all evidence in support of it;
  - 17.2 A copy of these Procedures;
  - 17.3.1 In cases where the allegation has been substantiated (see 15 above), the options available for a review of the decision and how to request such a review; or,
  - 17.3.2 In cases of **collusion** or where the nature of the academic misconduct is ambiguous (see 16 above), a Procedural Form, which the student must complete, detailing the options by which the student can respond to the allegation.

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<sup>1</sup> A proforma Report Form is available at: [www.londonmet.ac.uk/sco](http://www.londonmet.ac.uk/sco)

### **Student Response where the University has substantiated an Allegation**

- 18 A student may request in writing, within ten working days from the date of receipt of the notification<sup>2</sup> of the decision, a review of the decision to substantiate the allegation of academic misconduct against her/him. When requesting a review, a student may:
- 18.1 Dispute the allegation and also make representations against the level of the penalty imposed; or,
  - 18.2 Accept the allegation, but make written representations as to the level of penalty imposed.

**Note:**

Such representations will normally only be considered in respect of the imposition of Penalty 3 and above. Responses based on 18.2 above shall only be considered via written representations.

### **Student Response where the University has notified a Student of an Allegation**

- 19 A student shall, within ten working days from the date of receipt of the notification<sup>2</sup> of the alleged academic misconduct, complete, sign and return the Procedural Form attaching any supporting evidence, to the Student Casework Office. In the Procedural Form the student shall clearly state whether s/he:
- 19.1 Accepts the allegation, indicating where appropriate the category of academic misconduct which is accepted, and whether s/he wants the allegation and her/his response to it to be considered by way of written submission or at an oral hearing; or,
  - 19.2 Disputes the allegation and whether s/he wants the allegation and her/his response to it to be considered by way of written submission or at an oral hearing.

**Note:**

In cases involving two or more students, if one student opts for an oral hearing of the case then all the students who responded to the allegation will be invited to attend the hearing. A student who originally requested for the case to be heard by way of written representations shall not be eligible to request a postponement of the hearing (refer to Appendix 10.5.1- 8).

### **Valid/Invalid Responses**

- 20 All student responses shall identify and explain the reasons that form the basis of the case upon which the student is relying and should be accompanied by all relevant supporting evidence. Requests that do not identify and explain the reasons upon which the student is relying shall be deemed invalid; the student shall be notified in writing of this and shall be deemed to have accepted the allegation.
- 21 Where students do not respond within the stated deadline they will be deemed to have accepted the allegation against them and, where necessary, a Panel shall determine the appropriate category of academic misconduct. The Student Casework Office shall inform the student in writing of this decision.
- 22 A Panel will be convened in accordance with Appendix 10.5.1 below to consider all **valid** student responses.

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<sup>2</sup> Notification shall be deemed to have been received by the addressee on the second postal delivery day following that on which it was posted.

### **Consideration of Cases by way of Written Representations**

- 23 Where a student disputes the allegation, a Panel shall consider (in accordance with Appendix 10.5.1 below) the allegation and the evidence in support of it alongside the student's submission. The Panel shall then determine whether there is clear evidence of academic misconduct and in such cases, the category of academic misconduct under 7 above. Should the allegation be substantiated, the Panel shall further consider any representations, which have been presented by the student, as to the imposed penalty.
- 24 Where a student has made representations only against the penalty imposed, the Panel shall consider these representations and determine if valid grounds have been presented upon which the penalty may be lowered.

### **Consideration of Cases by way of an Oral Hearing**

- 25 In cases where the student disputes the allegation, the Panel shall (in accordance with Appendix 10.5.1 below) consider the case and determine whether there is clear evidence of academic misconduct by the student. If substantiated, the Panel shall further consider any representations, which have been presented by the student, as to the penalty.
- 26 Where a student has made representations only against the penalty imposed, the Panel shall consider these representations and determine if valid grounds have been presented upon which the penalty may be lowered.

### **Academic Conduct Tutorial**

- 27 All students who are found to have contravened these Procedures with regard to assessments other than examinations shall be encouraged to attend a tutorial on academic conduct. This tutorial shall provide the opportunity for students to receive guidance on models of good academic practice and referencing conventions in the subject area concerned. The tutorial shall also provide students with the opportunity to understand the nature of her/his transgression and receive advice on her/his future academic conduct.

### **Procedures for Appeals Against Student Academic Misconduct Decisions**

- 28 A student may only appeal on the following grounds:
- 28.1 That there has been a procedural defect, other than one for which the student is responsible, resulting in substantial unfairness to the student; or,
  - 28.2 That the evidence of alleged misconduct was insufficient to substantiate the allegation; or,
  - 28.3 That a penalty of suspension was imposed; or,
  - 28.4 That a penalty of expulsion was imposed.
- 29 An appeal shall only be considered if:
- 29.1 It is made in writing to the Student Casework Office within ten working days of the letter informing the student of the decision; and,
  - 29.2 It specifies the grounds and explains the reasons which clearly demonstrate the grounds of appeal; and,
  - 29.3 It is signed by the student.

- 30 Any appeal that does not meet the above criteria will be deemed invalid. Where multiple grounds of appeal are cited, then the Student Casework Office shall determine the validity of each ground. The student shall be informed as to the validity of their appeal as soon as possible.
- 31 Valid appeals under any of grounds 28.1, 28.2 and 28.3, shall proceed by way of written representations, unless the Vice-Chancellor considers that an appeal by way of written representations would not be in the interests of fairness, then the Vice-Chancellor shall request that the student is invited to attend an oral appeal hearing.
- 32 A student with a valid appeal based solely on 28.4, shall have the opportunity to present their appeal either orally or by way of written representations. However, where a student does not state a preference for the manner in which the appeal is to be considered, the appeal shall proceed by way of written representations. Where the Vice-Chancellor considers that an appeal by way of written representations would not be in the interests of fairness, then the Vice-Chancellor shall request that the student is invited to attend an oral appeal hearing.
- 33 Where the Student Casework Office deems a request valid, the appeal shall be considered by the Vice-Chancellor of the University.
- 34 A valid appeal based on ground(s) 28.1 and/or 28.2, shall be considered by way of a re-hearing and shall follow the procedures for consideration of written representations for written appeals (and those of oral hearings for oral appeals in those cases where the Vice-Chancellor considers it in the interest of fairness to do so: refer Regulation 31 above), except that the Vice-Chancellor shall determine whether the student's ground(s) of appeal can be clearly demonstrated.
- 35 For appeals deemed valid solely on grounds 28.3 or 28.4, the Vice-Chancellor shall consider representations **only** against the penalty imposed.

#### **Options available to the Vice-Chancellor considering Appeals against Student Academic Misconduct**

- 36 An appeal may be allowed in whole or in part, or may be dismissed.
- 37 Where the Vice-Chancellor determines that an appeal has demonstrated an obvious unfairness to the student and the Vice-Chancellor considers that it would be in the interest of fairness, the original penalty may be set aside or modified. Where the Vice-Chancellor determines that the student's ground of appeal has not led to obvious unfairness to the student the original penalty shall stand. The decision of the Vice-Chancellor is final.

#### **Office of the Independent Adjudicator for Higher Education**

- 38 If, after the academic misconduct procedures have been followed to their conclusion, a student is still dissatisfied, s/he may wish to pursue her/his case further with the Office of the Independent Adjudicator for Higher Education<sup>3</sup>. In such cases a student should request, in writing, a Completion of Procedures letter from the Student Casework Office.

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<sup>3</sup> [www.oiahe.org.uk](http://www.oiahe.org.uk)

### Composition and Role of Panels

- 1 The Panel will comprise at least one senior academic member of staff who will Chair the hearing. A member of staff from the Student Casework Office shall act as secretary. The secretary will not constitute part of the Panel.
- 1a All allegations regarding Research Degree students will be considered by a panel comprising at least two senior members of academic staff with significant experience of Research Degree supervision, with due regard to Appendix 10.5.1.2. In such cases, students will be invited to attend an oral hearing.
- 2 No person shall be eligible to be a member of a Panel who has:
  - 2.1 Any responsibility for the teaching or assessment of the module in question; or,
  - 2.2 Been previously involved in a review of an allegation involving the same student.
- 3 The Student Casework Office shall supply all the relevant documentation to the Panel.
- 4 A member of staff from the Student Casework Office shall make a record of the salient points of Panel proceedings, which shall be signed by the Chair and kept as a correct record of the hearing.
- 5 As soon as is practicable after the meeting the Student Casework Office shall inform the student, in writing, of the decision.
- 6 Proceedings shall be conducted in private, except that potential members of future Panels may attend for training purposes, with the agreement of the student.

### Process for Oral Hearings

- 7 The Panel shall meet within a reasonable period of time upon receiving a valid written request for an oral hearing by the student. At least six working days before the date of the hearing the Student Casework Office shall notify the student of the time and place at which the hearing will take place and the names of any witnesses to be called.
- 8 If on one occasion **only** the student provides the Student Casework Office with good reason for not being able to attend the hearing, the Student Casework Office shall make such alternative arrangements as seem appropriate.. A student's working commitments shall not normally be accepted as a reasonable ground for granting a request for a re-arrangement. Other than in the case of emergencies or unforeseen circumstances, hearings will not be rearranged without at least two working days notice.
- 9 Where the request for a re-arrangement is not granted, the student shall be notified accordingly; and the hearing shall then proceed as originally arranged, whether or not the student attends.
- 10 The student shall have the right to be assisted by a friend at the hearing. Under the Academic Regulations, 'friend' is defined as a person, who shall normally be a member of staff or student of the University, appointed by a student to assist him or her in the conduct of his or her case at a hearing;

- 11 The student shall inform the Student Casework Office at least two working days before the hearing:
  - 11.1 Whether a friend will be present at the hearing and, if so, the name and status of the friend; and,
  - 11.2 Provide a list of witnesses, if any, to give evidence on his or her behalf indicating the nature of the evidence they are expected to give.
- 12 The student shall be responsible for informing the friend and any such witnesses of the time and place of the hearing.
- 13 Where the student is not present at the time set for the hearing, the Panel shall wait for fifteen minutes and then proceed in the student's absence unless there are reasonable grounds to suggest that the failure to attend is outside the student's control and that in the interest of fairness the hearing should be adjourned to a later date.
- 14 The Panel shall review all the evidence relevant to the allegation, question the student as it considers appropriate and invite any witnesses previously notified to the student under 7 above.
- 15 The student shall then make a statement outlining her/his defence and shall call any witnesses previously notified under 11.2 above and present all the evidence relevant to her/his defence.
- 16 The Panel, the student and the friend may question any witness who has given evidence.
- 17 The Panel shall have power to refuse to receive evidence that, in its opinion, is irrelevant, whether because it is repetitious of other evidence that has already been given or otherwise. New evidence, which may include the presentation of oral evidence, not notified in advance to the student or the Panel may only be introduced at the discretion of the Panel.
- 18 Where the Panel is of the opinion that relevant evidence has not been presented but could be presented if the hearing was adjourned, it may adjourn the hearing for such evidence to be made available at a resumed hearing. The Panel should only adjourn a hearing if they are of the opinion that any further evidence, which is likely to become available, would have a significant impact on the outcome of the hearing.
- 19 When all the relevant evidence has been heard, the Chair of the Panel shall make a preliminary statement and summarise the evidence given. The student may also make a final statement on which the Panel may question the student further. The Panel shall then go into closed session to consider its decision.
- 20 The Panel may adjourn if it is of the opinion that any further evidence, which is likely to become available, would have a significant impact on the outcome of the review. In such cases, the Student Casework Office shall notify the student of the adjournment. Dependent upon the terms of the adjournment and if further evidence has been requested from a student that is not supplied, a Panel may reach a final decision via written correspondence.
- 21 Where a student has previously been found to have contravened these Procedures or their predecessors, no member of the Panel shall be made aware of this fact unless and until the Panel finds that the present allegation has been substantiated; except that where a student relies on his or her good character, the Panel shall be advised of any previous finding that the student has contravened these Procedures or their predecessors.

- 22 A Panel shall state the reasons for the decision that it reaches, including any penalties imposed.

**Penalties**

- 1 When considering the fairness of any penalties to be imposed, Panels shall have regard to the relative severity resulting from the application of a penalty on an individual student. Where it is deemed that the application of a prescribed penalty would unfairly disadvantage a student compared to other students on whom the same penalty has been imposed, discretion may be exercised **only** to ensure equity of treatment.
- 2 Where a student has presented representations as to any penalties to be imposed with regard to their academic misconduct, the Panel shall take this into account. In the case of serious mitigating factors the Panel may reduce the penalty to be imposed, normally by one penalty level.
- 3 Where a student has previously received a penalty under these Procedures or previous University Regulations governing academic misconduct, the minimum penalty for a substantiated allegation of academic misconduct shall be Penalty 4. In cases where the previous penalty or the current penalty is Penalty 4 or 5 the appropriate penalty to be imposed shall be one level higher, whichever is more severe.
- 4 Where academic misconduct has been substantiated for a student who has completed his or her studies and on whom a final award has been conferred, the most serious penalty that may be applied shall be withdrawal of the relevant final award previously conferred on the student.
- 5 Where expulsion is determined to be the appropriate penalty, the penalty shall not take effect unless and until the Vice-Chancellor confirms the decision.
- 6 Before deciding whether to confirm a decision to expel a student, the Vice-Chancellor shall consider a report from the Student Casework Office, summarising the evidence and other relevant material.
- 7 The Vice-Chancellor shall decide whether to confirm a decision to expel a student normally within seven working days from the date on which s/he was notified of the decision made by the Student Casework Office or Panel.
- 8 Where the Vice-Chancellor decides not to confirm the decision to expel the student from the University, the case shall be referred back to the Student Casework Office along with the Vice-Chancellor's recommendations. The Student Casework Office shall act in accordance with the Vice-Chancellor's recommendations.
- 9 The decision of the Vice-Chancellor shall be reported to the Student Casework Office who shall notify the student as soon as it is reasonably practical to do so, and in any event normally within seven working days from the making of the final decision.

**Penalties for Research Degree Allegations**

- 10 In the case of a substantiated allegation of academic misconduct in a Research Degree, the Panel shall determine the appropriate penalty to be imposed from one of the following penalty options:

<b>Penalty R1:</b>	Reprimand, a formally recorded warning kept on the student's record.
<b>Penalty R2:</b>	Failure in the thesis, with resubmission right where permissible. .
<b>Penalty R3:</b>	Failure in the thesis, without resubmission right.
<b>Penalty R4:</b>	Expulsion.

N.B In the case of a Research Degree student, a penalty of expulsion **may be** imposed for a first offence.

**Option only available to the Vice-Chancellor**

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

## **10.6 Procedures for the Conduct of the Research Degree Oral Examination**

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### **Introduction**

- 1 Please refer to Section 5.2, regulations 54 - 97 for details of the Research Degree Regulations examination process, and 98 - 110 for details regarding the format of the thesis. For Professional Doctorates, please refer to Section 5.3 Regulations 49 - 88.
- 2 Normally only the candidate, the examiners, the independent chair and, where the candidate permits, the supervisor, may be present at the oral examination.
- 3 The Graduate School Research Office is responsible for ensuring that a suitable room is provided for the oral examination. The Graduate School Research Office will also ensure that adequate supplies of liquid refreshments are provided. If the examination is taking place via video link the Graduate School Research Office will ensure that relevant audio-visual equipment is provided.
- 4 The Graduate School Research Office is responsible for confirming the date of the oral examination to the candidate, the examiners and the independent chair. It is important that the Graduate School Research Office confirms that the candidate can attend on the agreed date as examiners are requested to book travel tickets in advance.

### **Guidance for Examiners**

- 5 The examiners are required to produce a preliminary report and shall do this not later than two weeks before the date scheduled for the oral examination. These reports should be prepared independently, and the examiners should not confer until after the reports have been written. The reports must be returned to the Graduate School Research Office no later than one week before the oral examination.
- 6 Within the normal examining process the preliminary reports are not shown to the candidate, but the examiners must be aware of a candidate's access rights under data protection legislation.
- 7 Each examiner should express a view on whether the thesis as presented provisionally satisfies the requirements of the degree and that it would be appropriate to proceed to holding the oral examination. In arriving at this decision examiners are not making a final judgement about the outcome of the examination, but rather about whether there is sufficient evidence to merit proceeding to the oral examination.

### **Suspending the oral examination**

- 8 Examiners should note that if either examiner decides that the work is not suitable to proceed to the oral examination, the examination will not take place and the work will be returned for revision.
- 9 In the event of a decision not to proceed to the oral examination, the examiners shall provide the Graduate School Research Office with written guidance for the student concerning the deficiencies of the thesis. The guidance should be submitted within two weeks of the Graduate School Research Office receiving the preliminary report.

### **Proceeding to the oral examination**

- 10 If an examiner's preliminary report recommends a pass with minor corrections, a list of the corrections should be prepared prior to the oral examination and be made available on the day of the examination.

- 11 Once a date has been scheduled for the oral examination, the external examiner/s should organise transportation to the venue in order to ensure travel costs are kept to a minimum. If an examination is scheduled to take place before 11am and the travel time is in excess of two hours, examiners may claim an overnight stay. A guide to expenses will be made available to all examiners.
- 12 Examiners should arrive at least 15 minutes before the start of the oral examination in order to meet the other examiners and the independent chair. The examiners should agree a format for the examination including the order of questions and the likely length of the examination.
- 13 Examiners should note that the independent chair will run through some procedural matters at the start of the examination and can call for a comfort break during the examination.
- 14 Examiners must submit the joint recommendation report on the day of the oral examination. If a recommendation is made for the submission of minor amendments a list of the corrections must be agreed and submitted to the independent chair on the day of the oral examination (see 10 above). If a recommendation is made for a re-submission (with or without an oral examination) a report on the deficiencies of the thesis should be agreed and submitted to the independent chair on the day of the oral examination. If this is not possible the independent chair can allow up to five working days after the examination for the submission of the report.

#### **Guidance for Independent Chairs**

- 15 The Research Degree Regulations stipulate that all oral examinations will be chaired by a senior academic within the University, with experience of research degree examining, who is independent of the candidate's supervisory team and of the research topic.
- 16 The independent chair is not an examiner. Her/his role is to:
  - i ensure that regulations and procedures are adhered to;
  - ii ensure the examination process is fair;
  - iii produce a brief formal record of the proceedings.
- 17 The independent chair will not be required to read the thesis; participate in the discussion; or make any contributions to the academic examination or evaluation of the thesis. The independent chair is not expected to have any academic expertise in the area being examined.
- 18 The Research Degrees Committee (RDC) will nominate members of staff at the first meeting of the academic year to act as independent chairs. The secretary of the RDC will confirm terms of office with nominated staff.
- 19 Each independent chair will be asked to attend no more than six oral examinations during the academic year. Independent chairs will be contacted according to a rota; however the rota may need to operate on a flexible basis to ensure that students are examined within a reasonable timeframe.
- 20 The Graduate School Research Office will organise briefing sessions for independent chairs to ensure they are familiar with the Research Degree Regulations in relation to the oral examination. Independent chairs should contact the Graduate School Research Office if they have questions relating to the regulations or guidance documentation.
- 21 The Graduate School Research Office will send the independent chair details of the candidate and the examiners, a copy of the thesis and arrangements for the day. The preliminary reports will normally be sent to independent chairs prior to the oral examination.

Independent chairs should collect these reports from the Graduate School Research Office if there is insufficient time to post them before the day of the examination.

- 22 At the outset of the examination the independent chair shall:
- i explain their status and role, including the fact that they will make a formal record of proceedings;
  - ii ensure that any procedural issues are discussed and resolved at the examiners' preliminary meeting (see 12 above ); this may include a discussion on how exactly the thesis will be examined (e.g. order in which examiners will ask questions, chapter-by-chapter analysis, etc);
  - iii ensure that the candidate is introduced to each examiner;
  - iv provide the candidate with an opportunity to disclose any mitigating circumstances pertaining to the oral examination;
  - v endeavour to establish an atmosphere in which the candidate will be able to perform to the best of her/his ability;
  - vi make it clear that any supervisors attending the examination do so as observers only, and that they shall take no part in either the examination or in the evaluation of the student's performance after the examination;
  - vii ensure that the candidate is advised that information on the outcome of the examination will not be given before the end of the oral examination and that s/he should not infer any decision from the questions and discussion.
- 23 During the examination the independent chair shall:
- i intervene in the examining process if s/he judges that fairness to the candidate is at risk;
  - ii allow scope for the oral examination to be open-ended and to follow interesting lines of debate, whilst ensuring that the focus of the examination is on the candidate's work;
  - iii take a brief record of proceedings, on the overall conduct of the examination including areas or questions which the candidate had difficulty with, and the ways in which the examiners addressed such difficulties. These notes should be returned to the Graduate School Research Office within five working days of the oral examination;
  - iv when necessary, offer the candidate and members of the examining team the opportunity for a comfort break;
  - v ensure that the candidate has an opportunity to make any points which s/he feels have not been appropriately covered.
- 24 After the examination the independent chair shall:
- i request that the supervisor leave the room during the examiners' discussion;
  - ii ensure that the examiners' recommendations comply with the regulations;
  - iii ensure that, where the recommendation requires, the examiners agree and submit:

- a. a written indication of the amendments and corrections required following a recommendation of minor amendments, and that a date for the submission of these minor corrections should be set (normally within 3 months); or
- b. written guidance on the deficiencies of the first submission following a recommendation of a re-submission of the thesis (with or without a further oral examination) and that the examiners are aware that a re-examination would take place within the period of one calendar year from the date of the latest part of the first examination.

25 The independent chair may be approached by the Student Casework Office in the event of an appeal against the decision of an examination.

