

Regulations for Taught Awards 2024-25

Approved by: Academic Board	Effective date: 1 August 2024	Next review: June 2025
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Regulation statement

The Regulations for Taught Awards form part of the University's Regulation and Credit Framework. They are designed to ensure each course and award taught is structured, delivered and assessed fairly, consistently and transparently.

Who needs to know about the regulation?

- Deans of Faculty and Pro Vice-Chancellors
- Heads of School and Department
- Teaching Staff
- Managers, supervisors, professional and technical staff
- Students
- Applicants
- External regulatory bodies

Purpose of the regulation

These regulations apply to awards conferred by Canterbury Christ Church University, including undergraduate and postgraduate taught awards. They safeguard the University's academic standards and ensure equitable and fair treatment of students registered on University courses.

They are supported underpinned by the General Regulations for the Conferment of Awards, Additional Course Regulations, Academic Framework for the Design and Delivery of Awards and a range of underlying academic policies and procedures.

Contacts

The University Quality and Standards Office is responsible for updating and maintaining the regulations. The team can be contacted by emailing: quality@canterbury.ac.uk

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1. Scope of the Regulations for Taught Awards

- 1.1. This document, together with any Additional Course Regulations, sets out the Regulations governing all taught awards at the University, except where a student is registered under the University's Outgoing Regulations, in which case, they will be subject to those regulations.
- 1.2. Students registered for Professional Doctorates where there is a taught component of 180 credits at Level 7 are subject to the regulations set out in this document for all taught elements of their award, except where there are Additional Course Regulations.
- 1.3. Unless clearly indicated otherwise, the Regulations apply to all courses which lead to an Award, or to the award of credit, by Canterbury Christ Church University [the University], wherever they are delivered.
- 1.4. Unless clearly indicated otherwise, these Regulations apply to all students registered at the University, irrespective of the date of registration. Where there is a previously approved Regulation or Additional Course Regulation that confers any additional rights on a student due to the date of the student's initial registration, and continuing registration, on a course, the student may rely upon this Regulation or Additional Course Regulation.
- 1.5. Where specific regulations are approved to apply to particular groups of students before or after a certain date, this is clearly indicated.
- 1.6. The University may publish operational procedural documents supporting the implementation of these Regulations. These operational procedural documents provide detailed information for staff on applying the Regulations. If there is any conflict of interpretation between these Regulations and the procedural documents, these Regulations have precedence subject to any interpretation being in favour of the student.

Students registered on the University's Outgoing Regulations should be referred to the [Outgoing Regulations](#).

2. Assessment Overview

Boards of Examiners

- 2.1. There will be Boards of Examiners as follows:
 - (i) Progression and Award Board of Examiners, which will oversee the award of a University qualification and student progression between Levels and between Stages.
 - (ii) Module Achievement Boards of Examiners, which will oversee Module assessment.

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- 2.2. All Board of Examiners will ensure that the assessment process is operated in a fair and reliable manner, making use of agreed assessment criteria and in line with the University's Regulations and including the approved underlying procedural documents.

Award of a Qualification and Credit

- 2.3. The award of a Qualification and the award of Credit must be approved by Academic Board on the recommendation of the Progression and Award Board of Examiners.
- 2.4. A Board of Examiners has no discretion to recommend to Academic Board that a Qualification or Credit is awarded, or that classification of an Award is raised, other than where a recommendation is made notwithstanding the Regulations.

Board of Examiner Chair's Action

- 2.5. A Board of Examiners can resolve to delegate to the Chair the authority to take action where, following appropriate involvement by the External Examiner:
- (i) there has been full discussion of an assessment matter and a full course of action has been identified, and the Chair is asked to confirm that the assessment process is complete;
 - (ii) subsequent to the Board clear evidence of an administrative error has been discovered;
 - (iii) subsequent to the Board, a student presents substantive evidence to support a request under either the Exceptional Circumstances Procedure or the Temporary Learning Agreement Procedure, which has been reviewed and accepted by the relevant Exceptional Circumstances Review Panel;
 - (iv) there has been an academic appeal which has been upheld.
- 2.6. All Chair's Actions must be minuted and reported to the next meeting of the Board of Examiners.

External Examiners

- 2.7. External Examiners must be allocated to Module Achievement Boards of Examiners and Progression and Award Boards of Examiners and be permitted to participate in these Boards in line with the University's procedures for External Examiners' Handbook for Taught Courses.
- 2.8. External Examiners for taught courses, are, in their expert judgment, required to report whether or not:
- (i) the University is maintaining the threshold academic standards for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements;

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- (ii) the assessment process measures student achievement rigorously and fairly against the intended outcomes of the course(s) and is conducted in line with the institution's policies and regulations;
 - (iii) the academic standards and the achievements of students are comparable with those in other higher education institutions of which the External Examiners have experience.
- 2.9. All External Examiners must be invited to attend the Board of Examiners for the Module Achievement Boards and Progression and Award Board allocated to them, including reassessment Boards of Examiners.
- 2.10. No meeting of a Board of Examiners shall take place in the absence of an External Examiner if that External Examiner indicates a wish to be present at the agreed meeting.
- 2.11. The marks for a Module shall not be changed at a meeting of a Module Achievement Board of Examiners as a result of review by an External Examiner of one or more components of assessment, unless the assessed work of all students undertaking the component(s) of assessment is reconsidered.
- 2.12. External Examiners must endorse the outcomes of assessments before the publication of results.
- 2.13. In circumstances where an External Examiner is unwilling to endorse a pass list or similar document:
 - (i) attempts must be made by the Board of Examiners to address the concerns of the External Examiner, and the outcome will be reported to the External Examiner, to the Board of Examiners and to the Academic Board;
 - (ii) where the concern cannot be resolved by the relevant Board of Examiners, the External Examiner will be required to make a written report to the Vice-Chancellor (or nominee) who will resolve the matter on behalf of the Academic Board.
- 2.14. The independence of External Examiners in making judgements about the examination process and award of qualifications is guaranteed, and no External Examiner shall be dismissed for exercising judgement.

Examiner status

- 2.15. The following will have Examiner Status:
 - (i) all academic staff that are permanent, or on fixed or fractional contracts;
 - (ii) individuals so determined by Academic Board, providing that the individual has undertaken appropriate training, induction and mentoring;
 - (iii) those granted Affiliate Examiner Status, subject to limitations.

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2.16. Only those with Examiner Status can:

- (i) be members of the Board of Examiners for an award bearing course approved by the University;
- (ii) mark examinable work, except in the instance of (a) approved practice assessors, and (b) where the Academic Board determines otherwise.

Affiliate Examiner Status

2.17. The following are eligible for Affiliate Examiner Status:

- (i) staff employed by the University on hourly paid contracts (sessional staff);
- (ii) staff associated with the University, but not employed by it, who provide a sufficiently large contribution to a course that they are also appropriately involved in examining;
- (iii) approved staff teaching on collaborative courses.

2.18. Recognition of Affiliate Examiner Status is given for a specific course or subject area only.

2.19. Those with Affiliate Examiner Status may not act as a moderator.

3. Awards at Level 7

The Award of a Taught Master's Degree

3.1. To qualify for a taught Master's degree (other than an Integrated Master's Degree), a student must:

- (i) complete satisfactorily the requirements of the award on which they are registered;
- (ii) pass at least 180 credits at Level 7.

3.2. A Board of Examiners may recommend that a student be awarded a Master's degree:

- (i) with Distinction; OR
- (ii) with Merit; OR
- (iii) with Pass.

3.3. Where a student passes the module and:

- (i) the final average mark is 70%-100% the award of Distinction will be made;
- (ii) the final average mark is 60%-69%, the award of Merit will be made;
- (iii) the final average mark is 50-59%, the award of Pass will be made.

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- 3.4. For a taught Master's degree (other than an Integrated Master's Degree), the award of Distinction will be made where a student passes and achieves a Distinction in 120 credits OR achieves a Distinction in the 60 credits that comprise:
- (a) the Dissertation, Individual Study or equivalent **OR**
 - (b) both a 40 credit Dissertation, Individual Study and 20 credit Research Methods module or their equivalent.
- 3.5. For a taught Master's degree (other than an Integrated Master's Degree), the award of Merit will be made where a student passes and does not achieve a Distinction, but EITHER achieves a Merit or higher in the best 120 credits OR achieves Merit in the 60 credits that comprise:
- (a) the Dissertation, Individual Study or equivalent **OR**
 - (b) a 40 credit Dissertation, Individual Study and 20 credit Research Methods module or their equivalent.

The compensation regulation in 3.6 does not apply to modules studied before September 2019, but only to those studied from September 2019 onwards.

- 3.6. A student registered for a taught Master's degree is eligible for compensation, in line with the University's compensation regulations for taught postgraduate awards, unless excluded by Additional Course Regulations.

The Award of an Integrated Master's Degree

- 3.7. A Board of Examiners may recommend that a student be awarded an Integrated Master's Degree:
- (i) with First Class Honours, OR
 - (ii) with Upper Second Class Honours, OR
 - (iii) with Lower Second Class Honours, OR
 - (iv) with Third Class Honours.
- 3.8. To qualify for an Integrated Master's Degree with honours a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass at least 480 credits, of which 120 credits must be at Level 6 and 120 must be at level 7;
 - (iii) pass Level 5;
 - (iv) pass Level 4.
- 3.9. In calculating the Integrated Master's Degree classification:

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- (i) the classification will be derived from the average mark of the best 100 credits at Level 5, the average mark of the best 100 credits at Level 6 and the average mark of the 120 credits at Level 7;
 - (iv) the average mark at Level 7 will be combined with the average mark at Level 6 and the average mark at Level 5 in the ratio 50:30:20 and rounded to the nearest integer.
- 3.10. For the Integrated Master's Degree, where a student passes the award and:
- (i) the final average mark is 70%-100% the award of First Class Honours will be made;
 - (ii) the final average mark is 60%-69% the award of Upper Second Class Honours will be made;
 - (iii) the final average mark is 50%-59% the award of Lower Second Class Honours will be made;
 - (iv) the final average mark is 40%-49% the award of Third Class Honours will be made.
- 3.11. In order to progress from Level 5 to Level 6 of an Integrated Master's Degree, a student must achieve an average mark of at least 50% in the best 100 credits at Level 5, unless there are Additional Course Regulations, except for courses designed to meet the accreditation requirements of the Engineering Council assessed by affiliated and chartered engineering institutions (see the Additional Course Regulations for further details).
- 3.12. A student who wishes to enter on to an Integrated Master's Degree through the Recognition of Prior Certificated Learning must, in addition to meeting the Level 5 Course Learning Outcomes of the Integrated Master's Degree, achieve an equivalent of achievement of 50% at Level 5 that meets the requirement of their accrediting body.
- 3.13. A student registered for the Award of Integrated Master's Degree with Honours is eligible for compensation in line with the University's regulations for taught awards, unless excluded by Additional Course Regulations including for courses designed to meet the accreditation requirements of the Engineering Council assessed by affiliated and chartered engineering institutions
- (i) The University's undergraduate requirements for compensation apply to Levels 4, 5 and 6 of an Integrated Master's Award.
 - (ii) The University's postgraduate requirements for compensation apply to Level 7 of an Integrated Master's Award.

The Award of Postgraduate Diploma

- 3.14. A Board of Examiners may recommend that a student be awarded a Postgraduate Diploma:
- (i) with Distinction; OR
 - (ii) with Merit; OR
 - (iii) with Pass.

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- 3.15. To qualify for a Postgraduate Diploma, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass modules to the value of 120 credits at Level 7.
- 3.16. For the Postgraduate Diploma (except where there is advanced standing of more than 40 credits), where a student passes the award and:
- (i) achieves a distinction in the best 80 credits the award of Distinction will be made.
 - (ii) does not achieve a Distinction, but achieves a Merit or higher in the best 80 credits the award of Merit will be made.
- 3.17. For the Postgraduate Diploma where there is advanced standing of more than 40 credits (and there are no arrangements to import marks), where a student passes the award and:
- (i) achieves a Distinction in the best 60 credits the award of Distinction will be made.
 - (ii) does not achieve a Distinction in the best 60 credits, but achieves a Merit or higher in the best 60 credits the award of Merit will be made.
- 3.18. For the Postgraduate Diploma where there are arrangements to import marks, arrangements for classification will be set out in Additional Course Regulations.

The compensation regulation in 3.19 does not apply to modules studied before September 2019, but only to those studied from September 2019 onwards.

- 3.19. A student registered for a Postgraduate Diploma is eligible for compensation, in line with the University's compensation regulations for taught postgraduate awards, unless excluded by Additional Course Regulations.

The Award of Postgraduate Diploma in Education

- 3.20. A Board of Examiners may recommend that a student be awarded a Postgraduate Diploma in Education:
- (i) with Distinction; OR
 - (ii) with Merit; OR
 - (iii) with Pass.
- 3.21. For the Postgraduate Diploma in Education (except where there is advanced standing of 60 credits), where a student passes the award and:
- (i) achieves a distinction in the best 90 credits the award of Distinction will be made.

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- (ii) does not achieve a Distinction, but achieves a Merit or higher in the best 90 credits the award of Merit will be made.
- 3.22. For the Postgraduate Diploma in Education, where there is advanced standing of 60 credits (and there are no arrangements to import marks), where a student passes the award and:
- (i) achieves a Distinction in the best 60 credits the award of Distinction will be made.
 - (ii) does not achieve a Distinction in the best 60 credits, but achieves a Merit or higher in the best 60 credits the award of Merit will be made.
- 3.23. A student registered for a Postgraduate Diploma in Education is not eligible for compensation.

The Award of Postgraduate Certificate

- 3.24. A Board of Examiners may recommend that a student be awarded a Postgraduate Certificate:
- (i) with Pass.
- 3.25. To qualify for a Postgraduate Certificate, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass modules to the value of 60 credits at Level 7.
- 3.26. A student registered for a Postgraduate Certificate is not eligible for compensation.

The Award of Postgraduate Certificate in Education

Clauses 3.27 - 3.29 and 3.33 apply to students registered on the PGCE prior to September 2024.
Clauses 3.30 – 3.33 apply to students registered on the PGCE from September 2024 onwards.

- 3.27. A Board of Examiners may recommend that a student be awarded a Postgraduate Certificate in Education:
- (i) with Distinction, OR
 - (ii) with Pass.
- 3.28. To qualify for a Postgraduate Certificate in Education, students must:
- (i) pass modules to the value of 60 credits, of which 40 credits must be passed at Level 7, and the remainder may be passed at Level 6;

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- (ii) complete successfully any required professional placement, including the submission of the requisite evidence to support the professional placement, whether such evidence is required before, during or after the completion of the placement.
- 3.29. For the Postgraduate Certificate in Education, where a student passes the award and:
 - (i) achieves an average mark of at least 70% across the best two modules at Level 7, where neither of these modules has a module mark of lower than 60%, the award of Distinction will be made.
- 3.30. A Board of Examiners may recommend that a student be awarded a Postgraduate Certificate in Education:
 - (i) with Distinction, OR
 - (ii) with Merit, OR
 - (iii) with Pass.
- 3.31. To qualify for a Postgraduate Certificate in Education, students must:
 - (i) pass modules to the value of 60 credits, of which 30 credits must be passed at Level 7, and the remainder may be passed at Level 6;
 - (ii) complete successfully any required professional placement, including the submission of the requisite evidence to support the professional placement, whether such evidence is required before, during or after the completion of the placement.
- 3.32. For the Postgraduate Certificate in Education, where a student passes the award and:
 - (i) achieves an average mark of at least 70% across the 60 credits of the award at Level 7, where no module has a module mark lower than 60%, the award of Distinction will be made;
 - (ii) achieves an average mark of between 60-69% across the 60 credits of the award at Level 7, where no module has a module mark lower than 50%, the award of Merit will be made.
- 3.33. A student registered for a Postgraduate Certificate in Education is not eligible for compensation.

4. Awards at Level 6

Pass at Level 6

- 4.1. To pass Level 6 of an Award in the FHEQ, except for the Graduate Certificate and the Ordinary Degree, a Student must:
 - (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass Levels 4 and 5;

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- (iii) pass modules to the value of 120 credits at Level 6;
- (iv) have a final average mark of at least 40%, derived from the 120 credits at Level 6.

The Award of Bachelor's Degree with Honours

- 4.2. A Board of Examiners may recommend that a student be awarded a Bachelor's Degree
- (i) with First Class Honours, OR
 - (ii) with Upper Second Class Honours, OR
 - (iii) with Lower Second Class Honours, OR
 - (iv) with Third Class Honours.
- 4.3. To qualify for a Bachelor's degree with honours a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass at least 360 credits, of which 120 credits must be at Level 6;
 - (iii) pass Level 5;
 - (iv) pass Level 4.
- 4.4. In calculating the Honours Degree classification, except where the student enters Level 6 with advanced standing:
- (i) the classification will be derived from the average mark of the best 100 credits at Level 5 and the average mark of the best 100 credits at Level 6;
 - (ii) the average mark at Level 6 will be combined with the average mark at Level 5 in the ratio 60:40, and rounded to the nearest integer.
- 4.5. For the Honours Degree classification where the student enters Level 6 with advanced standing, the degree classification is based on the average module mark, weighted to credit size, of the best 100 credits at Level 6.
- 4.6. For the Honours Degree, where a student passes the award and:
- (i) the final average mark is 70%-100% the award of First Class Honours will be made;
 - (ii) the final average mark is 60%-69% the award of Upper Second Class Honours will be made;
 - (iii) the final average mark is 50%-59% the award of Lower Second Class Honours will be made;
 - (iv) the final average mark is 40%-49% the award of Third Class Honours will be made.

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- 4.7. A student registered for the Award of Bachelor's Degree with Honours is eligible for compensation in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.
- 4.8. A student registered for the Award of Bachelor's Degree with Honours is eligible to trail and progress in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.

Combined Honours Awards at Level 6

- 4.9. To qualify for a Combined Honours Award at Level 6, a student must:
- (i) have passed the requirements for the award of an Honours Degree at Level 6; AND
 - (ii) have passed modules to the value of 60 credits in each Subject at Level 4 and at least 40 credits in each of their Subjects at Level 5 and at Level 6; AND
 - (iii) take no more than 20 credits more in either Subject at each Level, than they did at the previous Level.
- 4.10. To be awarded a Single Honours Award, a student registered for a Combined Honours Award must:
- (i) have passed the requirements for an Honours Award at Level 6; AND
 - (ii) have passed modules to the value of 200 credits at Levels 5 and Level 6 from the relevant Single Honours course, at least 100 credits of which must be at Level 6.
- 4.11. A Combined Honours student may undertake a Dissertation or Individual Study at Level 6 as follows:
- (i) a 20 credit Dissertation or Individual Study in one or both subjects; OR
 - (ii) a 40 credit Dissertation or Individual Study in one subject, provided they are studying at least 20 further credits in that subject.
- 4.12. The title of a Combined Honours degree will record the two Subjects in alphabetical order of the Subject name, with the relationship between the two Subjects designated by "and" (as in BA Subject and Subject), except where:
- (i) a student has passed modules in one subject to a value of at least 150 credits at Level 5 and Level 6, in which case that Subject will be recorded first with the relationship between the two Subjects designated by "with" (as in BA Subject with Subject).

Designation of a Combined Honours Award at Level 6

- 4.13. The designation of Combined Honours Award at Level 6 will be as follows:

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- (i) where both Subjects are BA Subjects, the Award will be designated as a BA;
 - (ii) where both Subjects are BSc Subjects, the Award will be designated as a BSc;
 - (iii) where credits are evenly weighted between BA and BSc, the award will be designated as a BA;
 - (iv) where the credits are unevenly weighted, the award will be designated by that of the Subject with the higher credit rating so that where a student takes more credit from a BA Subject than a BSc Subject, the award will be designated a BA, and where a student takes more credit from a BSc Subject than a BA Subject, the award will be designated a BSc.
- 4.14. The Award of Bachelor's Degree with Honours, where the degree comprises 480 credits
- 4.15. The degree will be classified as follows, except where the student enters Level 6 with advanced standing, the arrangements for classification of the award will be the same as that for an undergraduate course, except:
- (i) the average marks of the best 100 credits at Level 5 will comprise 10 per cent of the marks used for classification;
 - (ii) the average marks of the best 100 credits at Level 6, Stage 1 will comprise 30 per cent of the marks used for classification;
 - (iii) the average marks of the best 100 credits at Level 6, Stage 2 will comprise 60 per cent of the marks used for classification.
- 4.16. Where the student enters Level 6 with advanced standing, the arrangements for classification of the award will be the same as that for an undergraduate award of 360 credits, except:
- (i) the average marks of the best 100 credits at Level 6, Stage 1 will account for 40 per cent of the marks used for classification;
 - (ii) the average marks of the best 100 credits at Level 6, Stage 2 will account for 60 per cent of the marks used for classification.
- 4.17. A student who does not achieve Level 6, Stage 2 of the award, but achieves Level 6, Stage 1 of the award will be eligible for a named honours degree, which is differentiated from the named award at the completion of Level 6, Stage 2.
- 4.18. Where a student does not achieve Level 6, Stage 2 of the award, but successfully achieves Level 6, Stage 1 of the award, the arrangements for the classification of the award will be those for an undergraduate award with 360 credits.
- 4.19. A student registered for the Award of Bachelor's Degree with Honours where the degree comprises 480 credits is eligible for compensation in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.

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- 4.20. A student registered for the Award of Bachelor's Degree with Honours where the degree comprises 480 credits is eligible to trail and progress in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.

The Award of Ordinary Degree

- 4.21. A Board of Examiners may recommend that a student be awarded an Ordinary Degree.
- 4.22. To qualify for an Ordinary Degree a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass 60 credits at Level 6;
 - (iii) pass Level 5;
 - (iv) pass Level 4.
- 4.23. A student registered for the Award of Ordinary Degree is eligible for compensation in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.
- 4.24. A student registered for the Award of Ordinary Degree is eligible to trail and progress in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.

Professional Graduate Certificate in Education

- 4.25. A Board of Examiners may recommend that a student be awarded a Professional Graduate Certificate in Education.
- 4.26. To qualify for a Professional Graduate Certificate in Education a student must:
- (i) complete successfully any required professional placement, including the submission of the requisite evidence to support the professional placement, whether such evidence is required before, during or after the completion of the placement; **AND**
 - (iii) in relation to students registered prior to September 2024, pass modules to the value of 60 credits, of which at least 40 credits must be passed at Level 6, and the remainder must be passed at least at Level 6; **OR**
 - (iv) in relation to students registered from September 2024 onwards, pass modules to the value of 60 credits, of which at least 30 credits must be passed at Level 6, and the remainder must be passed at least at Level 6;
- 4.27. A student registered for the Award of Professional Graduate Certificate in Education is not eligible for compensation.

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The Award of Graduate Diploma

- 4.28. A Board of Examiners may recommend that a student be awarded a Graduate Diploma.
- 4.29. To qualify for a Graduate Diploma, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass 120 credits at Level 6;
 - (iii) have entered the course with an Undergraduate Degree at least at Level 6.
- 4.30. A student registered for the Award of Graduate Diploma is eligible for compensation in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.

The Award of Graduate Certificate

- 4.31. A Board of Examiners may recommend that a student be awarded a Graduate Certificate.
- 4.32. To qualify for a Graduate Certificate, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass 60 credits of which at least 40 credits must be at Level 6 and 20 may be at Level 5;
 - (iii) have entered the course with an Undergraduate Degree at least at Level 6.
- 4.33. A student registered for the Award of Graduate Certificate is not eligible for compensation.

5. Awards at Level 5

Pass at Level 5

- 5.1. To pass Level 5 of an Award in the FHEQ, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass Level 4;
 - (iii) pass modules to the value of 120 credits at Level 5 or above;
 - (iv) have a final average mark of at least 40%, derived from the 120 credits comprising the award.

The Award of Diploma of Higher Education

- 5.2. A Board of Examiners may recommend that a student be awarded a Diploma of Higher Education.
- 5.3. To qualify for a Diploma of Higher Education a student must:

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- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass at least 240 credits, of which 120 credits must be at Level 5 or above;
 - (iii) pass Level 4.
- 5.4. A student registered for the Award of Diploma of Higher Education is eligible for compensation in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.
- 5.5. A student registered for the Award of Diploma of Higher Education is eligible to trail and progress in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.

Combined Awards at Level 5

- 5.6. To qualify for a Combined Award of Dip HE at Level 5, a student must:
- (i) have passed modules to the value of 60 credits in each Subject at Level 4 and at least 40 credits in each of their Subjects at Level 5; AND
 - (ii) take no more than 20 credits more in either Subject at Level 5, than they did at Level 4.
- 5.7. The title of a Combined Diploma in Higher Education will record the two Subjects in alphabetical order of the Subject name, with the relationship between the two Subjects designated by "and" (as in Dip HE Subject and Subject).

The Award of Foundation Degree

- 5.8. A Board of Examiners may recommend that a student be awarded a Foundation Degree:
- (i) with Distinction; OR
 - (ii) with Merit; OR
 - (iii) with a Pass.
- 5.9. To qualify for a Foundation Degree a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass at least 240 credits, of which 120 credits must be at Level 5;
 - (iii) pass Level 4.
- 5.10. The classification will be:
- (i) based on the average rounded mark for the best 100 credits at Level 5, where all modules are graded.

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- 5.11. For the Foundation Degree, where a student passes the award and:
- (i) the final average mark is 70%-100% the award of Distinction will be made;
 - (ii) the final average mark is 60%-69% the award of Merit will be made;
 - (iii) the final average mark is 40%-59% the award of Pass will be made.
- 5.12. A student registered for the Award of Foundation Degree is eligible for compensation in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.
- 5.13. A student registered for the Award of Foundation Degree is eligible to trail and progress in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.

The Award of Higher National Diploma

- 5.14. A Board of Examiners may recommend that a student be awarded a Higher National Diploma:
- (i) with Distinction, OR
 - (ii) with Merit, OR
 - (iii) with a Pass.
- 5.15. To qualify for a Higher National Diploma a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass at least 240 credits, of which 120 credits must be at Level 5;
 - (iii) pass Level 4.
- 5.16. The Merit classification will be:
- (i) made only where 100 credits or more at Level 5 are graded (as opposed to Pass/Fail);
 - (ii) based on the average rounded mark for the best 100 credits at Level 5, where all modules are graded;
 - (iii) based on the rounded mark for the best 100 credits that are graded, where 20 credits are Pass/Fail.
- 5.17. For the Higher National Diploma, where a student passes the award and:
- (i) the final average mark is 70%-100% the award of Distinction will be made;
 - (ii) the final average mark is 60%-69% the award of Merit will be made;
 - (iii) the final average mark is 40%-59% the award of Pass will be made.

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- 5.18. A student registered for the Award of Higher National Diploma is eligible for compensation in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.
- 5.19. A student registered for the Award of Higher National Diploma is eligible to trail and progress in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.

6. Awards at Level 4

Pass at Level 4

- 6.1. To pass Level 4 of an Award in the FHEQ, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass modules to the value of 120 credits at Level 4 or above;
 - (iii) have a final average mark of at least 40%, derived from the 120 credits comprising the award.

The Award of Certificate of Higher Education

- 6.2. A Board of Examiners may recommend that a student be awarded a Certificate of Higher Education.
- 6.3. To qualify for a Certificate of Higher Education a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass modules to the value of 120 credits at Level 4 or above.
- 6.4. A student registered for the Award of Certificate of Higher Education is eligible for compensation in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.

Combined Awards at Level 4

- 6.5. To qualify for a Combined Award at Level 4, a student must
- (i) have passed modules to the value of 60 credits in each Subject at Level 4.
- 6.6. The title of a Combined Certificate in Higher Education will record the two Subjects in alphabetical order of the Subject name, with the relationship between the two Subjects designated by "and" (as in Cert HE Subject and Subject).

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The Award of Higher National Certificate

- 6.7. A Board of Examiners may recommend that a student be awarded a Higher National Certificate:
- (i) with Distinction; OR
 - (ii) with Merit; OR
 - (iii) with a Pass.
- 6.8. To qualify for a Higher National Certificate with the award of Pass, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass modules to the value of 120 credits at Level 4 or above.
- 6.9. The classification will be:
- (i) made only where 100 credits or more at Level 4 are graded (as opposed to Pass/Fail);
 - (ii) based on the average rounded mark for the best 100 credits at Level 4, where all modules are graded;
 - (iii) based on the rounded mark for the best 100 credits at Level 4 that are graded, where 20 credits are Pass/Fail.
- 6.10. For the Higher National Certificate, where a student passes the award and:
- (i) the final average mark is 70%-100%, the award of Distinction will be made;
 - (ii) the final average mark is 60%-69%, the award of Merit will be made;
 - (iii) the final average mark is 40%-59%, the award of Pass will be made.
- 6.11. A student registered for the Award of Higher National Certificate is eligible for compensation in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.

7. Awards at Level 0

Foundation Years

- 7.1. A Board of Examiners may recommend that a student has successfully completed a Foundation Year and may progress to Level 4.
- 7.2. To pass a Foundation Year, a student must:
- (i) complete satisfactorily the requirements of the award on which they are registered;
 - (ii) pass all Foundation Year modules.

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7.3. A student registered for the Award of Foundation Year is eligible for compensation in line with the University's Regulations for Taught Awards, unless excluded by Additional Course Regulations.

8. University Certificates

8.1. A University Certificate may be offered at Level 0, 4, 5, 6 and 7.

8.2. To qualify for a University Certificate at Level 5, a student must:

- (i) complete satisfactorily the requirements of the Short Course on which they are registered;
- (ii) pass modules to the value of 40 credits or complete a short course comprising 400 hours of learning at the Level of the Short Course.

8.3. A student registered for a University Certificate is not eligible for compensation.

9. University Diplomas

9.1. A University Diploma may be offered at Levels 5 and 6.

9.2. To qualify for a University Diploma a student must:

- (i) complete satisfactorily the requirements of the Course on which they are registered;
- (ii) pass modules to the value of 60 credits at the Level of the Course;
- (iii) have a final average mark of at least 40%, derived from the 60 credits.

9.3. A student registered for a University Diploma is not eligible for compensation.

10. Arrangements for Examinations (including Time-Constrained Assessments)

Section 10 applies only to examinations and time constrained assessments taken on University and Collaborative Partner premises, and not to Take Home Examinations.

Location of examinations

10.1. All venues for examinations must be suitable for the prevention of academic misconduct.

10.2. Examinations taken at more than one location must be held concurrently, except, where:

- (i) a student is required, for academic reasons associated with the course, to be in residence outside the University at the time of the examination;

OR

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- (ii) there are exceptional reasons, supported by appropriate documentary evidence, in which instance any additional cost involved in arranging the examinations will normally be borne by the student;

OR

- (iii) the examination is undertaken in two or more time zones.

10.3. All University examinations must be appropriately invigilated.

10.4. Where examinations are not held concurrently extended invigilation procedures are put in place.

The Use of Translation Dictionaries

10.5. A student whose first language is not English may apply to use a Translation Dictionary during any time-constrained assessment.

10.6. A Translation Dictionary is defined as a dictionary that contains translations only and does not contain extensive definitions, formulae tables or diagrams.

10.7. The Procedures by which a student may be allowed a Translation Dictionary are set out in the University's [Procedures for Formal Examinations](#) and must be followed.

10.8. Any student found using a dictionary other than under the above provisions will be dealt with under the University's procedures for Academic Misconduct.

10.9. Any dictionaries that appear to transgress these provisions will be retained by the invigilator, as specified in the University's procedures for [Academic Misconduct](#).

The Use of Dictionaries in Foreign Language Courses

10.10. Where the subject of a module or a course is a foreign language, no special dictionary arrangements are available for non-native speakers of English.

Treatment of a Student Found using Unapproved Dictionaries

10.11. A student found using unapproved dictionary will be treated under the University procedures for [Academic Misconduct](#) in the following circumstances:

- (i) a student is found to be using a dictionary in an examination where dictionaries are not permitted by the examination rubric, and special permission has not been granted to the student for the use of a translation dictionary;
- (ii) a student is found to be using a dictionary other than that permitted by the rules of the examination, or found to be using a dictionary other than that permitted by special agreement of Registry Services;

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- (iii) a student is found to be using a dictionary containing annotations and concealed notes that may be used for cheating.

The Use of a Notetaker, Scribe or Reader

- 10.12. A request for a Notetaker, Scribe or Reader must be submitted at least two weeks in advance of the examination, to either Student Wellbeing Services (where it is to be a Special Arrangement) or Registry Services (where it is to be a Temporary Examination Arrangement) as appropriate. The relevant team, who may approve agree the request on a stand-alone (for Temporary Examination Arrangements) or continuing (for Special Arrangements) basis, and will inform all relevant parties of the agreement, in advance of the examination. The Notetaker, Scribe or Reader must not have a personal connection to the student, other than as a regular Notetaker, Scribe or Reader.
- 10.13. The Notetaker, Scribe or Reader must not prompt the student for choice of words, or otherwise indicate in any way a belief or opinion regarding the answer.
- 10.14. The Notetaker, Scribe or Reader must not use short-hand writing and must record the answers exactly as spoken by the student. It is expected that the answers will be in the language in which the assessment has been set.
- 10.15. Dictionaries may not be used by the student or the Notetaker, Scribe or Reader, except where approved as per section 10.5-10.9 or as specified in the question paper

Examination resources

- 10.16. A Board of Examiners may permit students to bring into the examination additional resources for some papers, as stipulated in the question paper rubric, including such additional resources as set texts, case studies, dictionaries and music scores.
- 10.17. Where a Board of Examiners permits students to bring into the examination additional resources, students must be informed in writing at least four weeks before the commencement of the examination period, that:
 - (i) the responsibility for bringing any materials stipulated as required for the examination is theirs, and
 - (ii) possession of unauthorised material, including non-authorised resources, in the examination, whether for intended use or not, constitutes an infringement which will be subject to penalty.
- 10.18. Where a dictionary is permitted for all students, this will apply to native and non-native speakers of English alike, and:
 - (i) will be in the language of assessment for all students;
 - (ii) will not preclude an application for a Translation Dictionary.

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- 10.19. Where additional resources, including dictionaries, are permitted for all students, they will be subject to inspection by the staff of Registry Services and the invigilators before, or at any time during the course of the Examination.
- 10.20. It will be considered an infringement of regulations deliberately to introduce any materials other than those permitted into the examination room, and the following will be treated under the University procedures for [Academic Misconduct](#):
- (i) bringing into the Examination additional resources are not stipulated in the rubric for the examination;
 - (ii) concealing notes and making annotations that may be used for cheating in permitted additional resources.

Emergency requiring the evacuation of an examination room

- 10.21. In the event that a disturbance to a timed examination lasts longer than 30 minutes, the examination will be considered abandoned.
- 10.22. Arrangements will be made for the setting of an alternative examination at a later date if this is judged appropriate by the Board of Examiners. The duration of the examination before the disturbance, and the level of the examination will influence the decision relating to such alternative arrangements. The timing of the alternative examination is to be agreed by the Board of Examiners after consultation with the Director of Registry Services. Normally, the examination will be held at the next possible opportunity.
- 10.23. Any alternative examination will have the status of an assessment attempt for all the students recorded as present at the examination. The Board will consider students absent from the examination in the usual manner.
- 10.24. Students will be informed of the results of the examination, and may decline the offer of the alternative examination. In these circumstances, the marks awarded will be recorded as the confirmed mark. Otherwise, the marks obtained in the alternative examination will be confirmed, and the marks obtained from the abandoned examination cancelled.

Special Arrangements and Temporary Examination Arrangements

Reasonable Adjustments

- 10.25. Special Arrangements may be permitted where agreed as part of a Learning Support Plan (LSP) developed to support a student who has disclosed to the University a condition which falls under the Equality Act 2010.
- 10.26. The agreed arrangements may be applied to examinations, time-constrained assessments, tests or other forms of examinations as appropriate (but not to take-home examinations).

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- 10.27. Where Special Arrangements are agreed, they will not be retrospectively applied to assessments that occurred prior to the date of agreement.
- 10.28. Agreed Special Arrangements will be a standing arrangement for the remainder of the student's period of registration on the course.
- (i) Special Arrangements may be reviewed and adjusted during a student's period of registration, if required;
 - (ii) Where a student registers on a different course, their Special Arrangements may be adjusted where a revised LSP is agreed as appropriate for the new course of study.
- 10.29. Where Special Arrangements are agreed for examinations, Registry Services will be informed (alongside the relevant Faculty), to ensure they are applied to all relevant examinations.
- (i) It is expected that Registry Services (and the Faculty) will be notified a minimum of two weeks in advance of an examination. Where more complex arrangements are required, additional notice time may be needed to ensure these are available.
 - (ii) Should a new Special Arrangement (or adjustment to a current Special Arrangements) be agreed less than two weeks prior to an examination reasonable steps will be taken to support the student however it may not be possible for all arrangements to be implemented for that particular examination.
- 10.30. The nature of the Special Arrangements for examinations will be specific to the needs of the student, however in most instances this will include one or more of the following:
- (i) the provision of additional time for the completion of a paper and/or for rest breaks; or
 - (ii) reading, or having read to the student, the paper prior to the start of the examination and their answers read back to them; or
 - (iii) the provision of special facilities, a Notetaker/Scribe/Reader, a computer or assistive technologies.
- 10.31. In rare cases, a student with an agreed LSP may be permitted a variation of the assessment mode for a specific assessment activity type. This will only be agreed where they meet the criteria to do so in Procedure for Formal Examinations.

Temporary Examination Arrangements (not related to Disability)

- 10.32. Registry Services may, in an emergency, agree to apply a Temporary Examination Arrangement (for one or more specified examinations) for a student with an injury or condition which does not fall under the Equality Act 2010. This will be agreed in line with the Procedures for Formal Examinations.

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- 10.33. The timeframe for which an agreed Temporary Examination Arrangement will be in place will be specified at the point of agreement, as it cannot be a permanent or long-term arrangement.
- 10.34. Where a student with an agreed Temporary Examination Arrangement subsequently has an LSP agreed, appropriate Special Arrangements will replace any previously agreed Temporary Examination Arrangement.

11. Marking Arrangements

Exceptional Circumstances and Temporary Learning Agreements

- 11.1. The University recognises the need to make allowance for circumstances that affect a student's ability to perform in assessment.
- 11.2. Decisions relating to circumstances that affect a student's ability to perform in assessment will be determined by through the application of the *Exceptional Circumstances Procedures* and *Temporary Learning Agreement Procedures*, which must be applied in full.

Moderation and Double Marking

- 11.3. All assessed work must be marked and moderated in line with the procedures set out in the University's [Marking Procedures](#).

Marking illegible scripts

- 11.4. An illegible script, either in its entirety or in part, is one that is not possible for an examiner to decipher in such a way that a fair assessment can be made.
- 11.5. No marks shall be given or deducted for work that has been determined to be illegible following the application of the University's [Marking Procedures](#).
- 11.6. If, as a result of decisions on illegibility, a piece of work does not attract sufficient marks to pass, the work will be treated in line with the University's reassessment regulations.

Late Submission of Assessed Work

- 11.7. In the case of late submission of work for a component of assessment (including dissertations, extended essays and projects) without an approved exceptional circumstance, the work will be penalized.
- 11.8. The standard penalty to be applied by all courses will be 10 percent, for any late submission up to 2 working days (unless a significant system outage occurs, as set out in the Marking Procedures). The deduction will reduce the mark to no less than the pass mark, where the work would otherwise have passed. Where the work would otherwise have failed no further late penalties will be applied.

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After 2 working days late a mark of 0 will be recorded and the work will be considered as a non-submission. These regulations will apply, unless:

EITHER

- (i) an Additional Course Regulation has been approved by Academic Board;

OR

- (ii) the work is marked on a pass/fail basis and it is not possible to give a numerical mark.

- 11.9. For a component of assessment that has been validated to be marked on a pass/fail basis for which it is not possible to give a numerical mark, the late submission of work without an approved exceptional circumstance will be recorded as a fail, unless an Additional Course Regulation is approved by the Academic Board.
- 11.10. Where the penalty is applied to a reassessment it will be applied to the marked assessment before the cap of the pass mark is applied.
- 11.11. Where a request is made for an Additional Course Regulation:
- (i) this will normally be as a result of professional body or employer expectations;
 - (ii) the penalty will be for the mark of 0 to be applied where work has not been submitted by the deadline.
- 11.12. All work that is penalised because of late submission will be subject to the normal reassessment regulations.
- 11.13. The application of any penalties to work submitted within the permitted late period will be made after the component of assessment has been first marked, moderated and externally examined to ensure the transparency of the process.

Cases where course work exceeds the prescribed length

- 11.14. Where a dissertation or other coursework exceeds the prescribed length by more than 10 per cent (or by any amount where precision is required due to the nature of assessment e.g. writing in a set poetic form) a penalty reduction in marks of 10 percentage points (of the eligible marks) shall be applied.

Academic Misconduct

- 11.15. The University prohibits academic misconduct, as defined in the University's [Academic Integrity Policy](#).

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- 11.16. Accusations of academic misconduct will be investigated and dealt with under the procedures that are set out in the University's [Academic Misconduct Procedures](#), which must be applied in full.
- 11.17. The findings of academic misconduct investigations are binding on relevant Boards of Examiners.

Module Feedback

- 11.18. Formal feedback on assessed work must be provided to students in line with the University's agreed procedures as set out in the *Marking Procedures*.
- 11.19. The first internal examiner for a module is responsible for feedback to students. The second internal examiner and any internal moderator will not be responsible for providing feedback to students.

12. Recognition of Prior Learning

- 12.1. Recognition of Prior Learning [RPL] may take one of three forms:
- (i) Advanced Standing, defined as the use of a prior certificated award to gain entry to a course at a level or stage of study later than the normal entry point;
 - (ii) Recognition of Prior Certificated Learning [RPCL], defined as the use of prior certificated credits to gain exemption from specific module(s) within a University course;
 - (iii) Recognition of Prior Experiential Learning [RPEL].
- 12.2. For an undergraduate or taught postgraduate award, the maximum limit for RPL, either through (a) Advanced Standing, (b) RCPL, (c) RPEL or (d) any combination of these, is two-thirds of the required credit of the award, excepting the following:
- (i) an applicant or student cannot have RPL of more than 240 credits, except where an Additional Course Regulation has been approved to permit 60 credits of RPEL at Level 6 in addition to 240 credits of RPL at levels 4 and 5;
 - (ii) an applicant or student with 240 credits of RPL may exit the award with the default award of an Ordinary degree;
 - (iii) where a different limit is required to meet the University's commitment to a Professional, Statutory or Regulatory Body (including those for apprenticeships), in which case that will be set out in Additional Course Regulations.
- 12.3. Achievement used for RPL, including Advanced Standing, RCPL and RPEL must have occurred during the previous five years, from the date the award was made, except where it is being used for entry to an Apprenticeship, when there is no time limit for the use of achievement for RPL.

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- 12.4. Where certificated prior learning forms part of a submission for RPL, including Advanced Standing, the five-year period is from the date that the award was made.
- 12.5. Decisions regarding RPL are a matter of academic judgement.

Advanced Standing

- 12.6. An applicant may enter a course with advanced standing, where:
- (i) they hold an appropriate award at the level of advanced standing, from a UK institution with degree-awarding powers;
- OR
- (ii) they hold an appropriate award at the level of advanced standing, from an international institution with equivalent standing;
- OR
- (iii) they hold an award from a UK awarding organisation or professional body;
- AND
- (iv) appropriate mapping has taken place to ensure that the award enables the student to demonstrate that they have met the Intended Learning Outcomes at the point of entry.
- 12.7. An applicant may not be granted admission with advanced standing into any course that does not have a default exit award, including but not limited to:
- (i) a Level 4 Cert HE;
 - (ii) a HNC;
 - (iii) a Level 6 Graduate Certificate;
 - (iv) a PGCE;
 - (v) a short course.
- 12.8. If the award is a recognised UK University qualification, the mapping for Advanced Standing needs to confirm only that appropriate subject matter has been covered.
- 12.9. If the award is from an international institution or a non-UK University awarding body, the mapping for Advanced Standing must demonstrate that the Intended Learning Outcomes of the stage of the course for which Advanced Standing is being sought, are met in full, at the appropriate level.
- 12.10. Where a non-UK University award has a standard or prescribed content, the University may approve a standard mapping arrangement, as part of the course documentation, rather than mapping each individual application.

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- 12.11. No University credit will be awarded for Advanced Standing.
- 12.12. No marks from the imported award will be used by the University for the classification of any award.
- 12.13. Where Advanced Standing forms part of an Articulation Agreement, there must be mapping of the intended learning outcomes of the imported award and the University award.

Recognition of Prior Certificated Learning

- 12.14. An applicant or student may apply to import credit, taken at a higher education institution, into a University award for which they are applying or registered, in the following circumstances:
 - (i) RPCL is not excluded from the Award by Additional Course Regulations
 - (ii) the RPCL is at the stage at which the applicant or student enters the course, unless specified otherwise in Additional Course Regulations;
 - (iii) the credit used for RPCL is at the level of the module for which it is being substituted;
 - (iv) the credit appropriate mapping has taken place to ensure that the award enables the student to demonstrate that they have met the Intended Learning Outcomes of the module for which it is being substituted.
- 12.15. The mapping for RPCL must demonstrate that the learning outcomes of the module against which RPCL is sought, are met in full, at the appropriate level.
- 12.16. The mark from the imported credit by RPCL cannot be used unless specified in Additional Course Regulations.
- 12.17. RPCL does not result in the award of credits by the University, unless a Additional Course Regulation that allows credit to be awarded has been approved.
- 12.18. The same credit or award can be used only once. This does not prevent an award which comprises RPCL being used for future Advanced Standing on one occasion.
- 12.19. Where RPCL is used, marks or grades are not used for the classification of student performance, except where Additional Course Regulations have been agreed by the Academic Board.

Award of credit through the Recognition of Prior Experiential Learning

- 12.20. An applicant or student may apply to demonstrate achievement for a University award for which they are applying or registered, unless RPEL is excluded from the Award by Additional Course Regulations.
- 12.21. RPEL is awarded on the basis of learning acquired through reflecting on experience.

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- 12.22. In order to be awarded credit through RPEL, an applicant or student must submit a Portfolio that demonstrates that they have met the Intended Learning Outcomes of that part of a course, at the appropriate level.
- 12.23. The Portfolio must include:
- (i) a statement of the Intended Learning Outcomes, from which the applicant or student is seeking exemption;
 - (ii) the applicant or student's written reflection and evaluation of evidence being produced to support the claim for RPEL;
 - (iii) the evidence needed to substantiate a claim for the recognition of experiential learning.
- 12.24. The evidence produced to support a claim for RPEL may include some or all of the following:
- (i) a Curriculum Vitae;
 - (ii) testimonials;
 - (iii) evidence of achievement from the work-place, volunteering and similar activities, such as reports and presentations;
 - (iv) evidence of certificated learning that is (a) at a lower academic level than at the one for which exemption is being sought, or (b) that is at the appropriate level but that five years has elapsed since the award was made.
- 12.25. The University will award credit as the result of the successful RPEL.

13. Assessment and Reassessment

Definitions regarding Assessment and Reassessment

- 13.1. Where a component of assessment is not passed and a student is eligible for reassessment, the student will be recorded as **“referred” in that component of assessment.**
- 13.2. Where a student has not passed a module and the student has not yet exhausted all opportunities for reassessment, the student will be recorded as **“referred” in a module.**
- 13.3. Where the Board of Examiners approves a delay in the completion of the first assessment or reassessment attempt for a component of module assessment, a student will be recorded as **“deferred”** in that component. Deferrals may only be offered through an approved Exceptional Circumstance, Temporary Learning Agreement, Learning Support Plan or relevant process to permit a delay to placement.
- 13.4. The **designated (re)assessment period** identifies the period in the calendar, where a student should undertake an assessment or a reassessment.

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Assessment

- 13.5. Each module will be assessed by one or more components of assessment.
- 13.6. Where there is more than one component of assessment, the weighting of each component of assessment will be set out in the Module Specification.
- 13.7. Except where a module is graded pass/fail, a module mark will be calculated using the weighting specified in the Module Specification.
- 13.8. Where the student achieves a pass mark or higher for a module but not all components of assessment have been passed, the student will be deemed to have passed the module at that mark, unless Additional Course Regulations determine that all components of assessment must be passed.

Formal Examinations and Assessment where Attendance is Required

- 13.9. Attendance at examinations and assessments associated with a course is required, unless an approved absence or extension has been agreed through the application of the Exceptional Circumstances Procedures, the Temporary Learning Agreement Procedures or a Learning Support Plan.
- 13.10. Any candidate who fails to be present for such an examination or assessment at the time and place published by Registry Services, Placement or Work-based Learning Setting, or Partner Institution, will be deemed to have failed in that part of the examination or assessment.
- 13.11. All students are required to undertake examinations at the location so appointed.
- 13.12. Only those authorized by the University to do so may enter an examination room.

Deferral of assessments and reassessments

- 13.13. A deferral may be applied to a first assessment or reassessment. The approval of a deferral will be granted by the Board of Examiners on the recommendation of the relevant Faculty body and will only be made where the student meets the criteria set out by the University in its deferral procedure.¹

¹ <https://cccu.canterbury.ac.uk/registry-services/registry/Exceptional-Circumstances-and-Temporary-Learning-Agreements/Managing-Extensions-and-Deferrals.aspx>

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- 13.14. For all academic assessments, an attempt can only be deferred on one occasion.
- 13.15. For all reassessments, an attempt can only be deferred on one occasion.
- 13.16. In extraordinary circumstances, one further deferral of that attempt may be permitted where the student meets the relevant criteria and the recommendation has been approved through the appropriate Faculty body.
- 13.17. Where a first assessment attempt is deferred, the student is required to undertake their first assessment attempt within the same academic year as that in which module was studied. A student will only be permitted to undertake their first assessment attempt in the next academic year, where:
- (i) they otherwise meet the criteria to progress (including trail and progress);
 - (ii) they are studying a course in a Trimester structure, and the assessment(s) in question are from a Trimester three module;
 - (iii) they interrupt from study before undertaking deferred assessment agreed by an earlier Board of Examiners, and the attempt is to be completed on their return to study.
 - (iv) a deferred placement has been agreed through the appropriate Faculty process.
- 13.18. Where a first assessment is deferred into the next academic year under 13.13 (i) and (ii), the student will be expected to complete that attempt in the designated reassessment period for the relevant academic calendar.
- 13.19. Where a reassessment attempt is deferred, the attempt will normally be completed within the same academic year as that in which module was studied, unless:
- (i) they otherwise meet the criteria to progress (including Trail and Progress);
 - (ii) they are studying a course in a Trimester structure, and the attempts are deferred to the final reassessment(s) period after completion of Trimester three modules;
 - (iii) they receive a decision of Reassessment with Attendance;
 - (iv) the student interrupts from study before undertaking deferred reassessment agreed by an earlier Board of Examiners, and the attempt is to be completed on their return to study.

Reassessment

The regulations in paragraphs 13.20 – 13.34 relating to reassessment do not apply:

- where there is a Additional Course Regulation that excludes these arrangements from a course;
- where a student registered on a postgraduate taught course prior to September 2019;

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- where a student registered on an undergraduate course prior to September 2017 and has had continuous progression, who are covered by the [Outgoing Regulations](#) document.

- 13.20. A student may not be reassessed in passed credit.
- 13.21. Where a component of assessment has not been passed, either because the module pass mark has not been achieved, or because all components of assessment must be passed, a student has a right to a first reassessment opportunity in all referred components of assessment.
- 13.22. Where a component of assessment has not been passed after the first opportunity for reassessment, a student has a right to a second reassessment opportunity in all referred components of assessment, except where the regulations in 13.52 apply.
- 13.23. A student who requires reassessment must be reassessed in the next period designated for reassessment available to them.
- 13.24. Where a student achieves a pass mark but Additional Course Regulations determine that all components of assessment must be passed, and a student does not pass all components of assessment, the student will be required to undertake reassessment of those components of assessment that have not been passed in order to pass the module.
- 13.25. Where a student passes one or more components of assessment but does not pass the module, the student will be allowed reassessment only in the referred component(s) of assessment.
- 13.26. Where a student takes and does not pass a component of assessment in which the student has previously been “referred”, the mark recorded and used by the Board of Examiners shall be the highest mark obtained by the student in the component of assessment.
- 13.27. Where, following reassessment, a student passes one or more components of assessment, the mark for those component(s) of assessment will be capped at the pass mark.
- 13.28. Where a student passes a reassessment, the marks used to calculate the module mark will be capped at the pass mark for any reassessed component(s) of assessment and the original mark for any components passed at the first assessment attempt.
- 13.29. Where a student has exhausted all reassessment attempts for which they are eligible, without passing, they shall exit the course with the relevant default exit award or credits.

First and Second Reassessment Attempts for Undergraduate Awards (including the Award of Integrated Masters)

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- 13.30. An undergraduate student who passes modules of at least 60 credits at the first assessment attempt will be required to undertake the first reassessment attempt for any referred modules in the designated (re)assessment period, except where:
- (i) the student is eligible for progression as a consequence of compensation;
 - (ii) the course calendar requires a student to take 120 credits over three trimesters
- 13.31. A student who passes modules of at least 60 credits at the first assessment attempt but does not pass all referred modules at the first reassessment attempt will be recommended to undertake their second reassessment attempt as reassessment with attendance in the next academic period, except where:
- (i) the student is eligible for progression as a consequence of compensation or trail and progress;
 - (ii) the course calendar requires a student to take 120 credits over three trimesters.
- 13.32. A student who is referred in modules of more than 60 credits at the first assessment attempt will be required to undertake reassessment with attendance in the subsequent academic period, except where the course calendar requires a student to take 120 credits over three trimesters.
- 13.33. A student who is required to undertake a second reassessment attempt, where (a) they were referred in modules of more than 60 credits at the first assessment attempt and (b) therefore undertook reassessment with attendance and (c) did not pass the referred modules at their first reassessment attempt, will be recommended to undertake their second reassessment attempt in the designated (re)assessment period, except where:
- (i) the student is eligible for progression as a consequence of compensation or trail and progress;
 - (ii) the course calendar requires a student to take 120 credits over three trimesters.
- 13.34. Where the course calendar requires a student to take 120 credits over three trimesters:
- (i) a student who is referred in a module(s) and is not eligible for progression as a consequence of compensation or trail and progress, will be required to take their first reassessment for any referred modules in the designated (re)assessment period;
 - (ii) a student who is referred in a module(s) after a first reassessment and is not eligible for compensation or trail and progress, will be required to take their second reassessment for any referred modules as reassessment with attendance in the next academic period.

First and Second Reassessment Attempts for Postgraduate Taught Awards (excluding the Award of Integrated Masters)

The regulations in paragraphs 13.35 – 13.53 relating to postgraduate taught reassessment apply to all students on postgraduate taught courses except where:

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- the study was undertaken prior to September 2019 (instead see 13.54 -13.73)
- there is an Additional Course Regulation that excludes these arrangements from a course.

13.35. A postgraduate student who is referred in a module(s) will be required to undertake the first reassessment attempt for that module(s) in the designated (re)assessment period.

13.36. A student who is referred in a module(s) after the first reassessment:

- (i) and achieves a module mark of between 40-49%, will be required to undertake their second reassessment attempt for that module without attendance in the designated (re)assessment period;
- (ii) and achieves a module mark of 39% or lower, will be required to undertake their second reassessment attempt, as reassessment with attendance in the subsequent academic period.

Form of reassessment

13.37. A student is entitled to submit the same piece of work in an improved form as a form of reassessment rather than having to undertake a new piece of work, except where:

- (i) The reassessment is in a form of a formal examination;
- (ii) The form of reassessment is incapable of resubmission, such as laboratory work or group presentations;
- (iii) There are Additional Course Regulations;
- (iv) The student is eligible for reassessment with attendance but there has been an approved change to the course.

13.38. Where a student is not entitled to submit the same piece of work in an improved form this must be made clear to the student in the student handbook.

13.39. Where the submission of the same piece of work in an improved form is excluded, students will be permitted to be reassessed by a different form than that undertaken for the original assessment, as set in the definitive course document.

Paragraph 13.40 applies to study undertaken in in Academic Year 2020-21.

Paragraphs 13.41 and 13.42 provide the standard regulations to be applied other than in academic year 2020-21.

Reassessment with attendance where there has been an approved change to the course

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- 13.40. Where a student is required to take reassessment with attendance and there has been an approved course change to a module or the module has been replaced, the assessment activities and weightings of the revised or replacement module will apply.
- 13.41. Where a student is required to take reassessment with attendance and there has been an approved course change to a module, the following will apply:
- (i) where the module title has changed, but there is no other formal course change to the module, the module will be deemed to be the same module;
 - (ii) where there has been a change to the assessment weightings of the module the former assessment weightings will be applied for the purpose of reassessment with attendance;
 - (iii) where there has been a change to the module assessment type, the new assessment tasks will apply, and the former weighting will apply.
- 13.42. Where a student is required to take reassessment with attendance and there has been an approved significant change to a module or the module has been replaced, the following will apply:
- (i) the assessment activities and weightings of the revised or replacement module will apply;
 - (ii) the student will be granted three assessment attempts;
 - (iii) the assessment attempts must be capped to reflect the maximum mark the student would have achieved if the module had not been changed.
- 13.43. Where a student has changed course (through a change to study being applied), in their Reassessment with Attendance year of study they will be granted three assessment attempts for the new modules being completed, with the first attempt uncapped.
- 13.44. If any modules are to be carried forward from the original course to the new course, they will remain as Reassessment with Attendance and will be capped in line with the relevant Regulations.
- 13.45. Should the student not pass the level or award for the new course at the end of the academic year, they will not be eligible for any further Reassessment with Attendance year of study. Any remaining reassessment will be completed without attendance.

Capping of marks following reassessment

- 13.46. Where a student passes a referred module following reassessment, the marks used to calculate the module mark will be the capped mark of the reassessed components and the original mark for any components passed at the first assessment attempt.
- 13.47. Where students are under previous regulations and their module mark is disadvantaged by the introduction of capping reassessment at assessment level, their mark will be calculated based on the previous regulations.

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Reassessment of placements

- 13.48. A student will only be allowed to have a maximum of two attendances at a placement.
- 13.49. A student will only be allowed to attend a placement for the purposes of reassessment, if they need to do so in order to undertake the reassessment.
- 13.50. Where a student is required to attend a placement in order to undertake a reassessment, reassessment can only be offered where suitable placement opportunities are available.
- 13.51. Where a student is required to attend a placement for the purposes of reassessment, they will be able to do so on one occasion only.
- 13.52. Where a placement is only able to offer a single summative assessment of the required practice competencies, a student will be limited to one reassessment opportunity in the subsequent placement attendance.
- 13.53. Where a placement is able to offer more than one summative assessment of the required practice competencies, the standard two reassessment opportunities will apply.
- (i) The first reassessment opportunity will take place within the first placement and the second reassessment opportunity will take place in the second placement attendance.
 - (ii) A student will only be able to be assessed summatively in the required practice competencies twice in a single placement attendance and three times in total (one assessment and two reassessment opportunities).

Reassessment for postgraduate students registered prior to September 2019

The regulations in paragraphs 13.54 – 13.66 relating to reassessment apply to:

- all students who are registered on a Level 7 award, other than an Integrated Master's Degree, prior to September 2019.

- 13.54. The Board of Examiners will normally offer each referred student a single opportunity to make good the relevant component of assessment.
- 13.55. A student may not be reassessed in passed credit.
- 13.56. Where a component of assessment has not been passed, either because the module pass mark has not been achieved, or because all components of assessment must be passed, a student has a right to a first reassessment opportunity in all referred components of assessment.

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- 13.57. A student who requires reassessment must be reassessed in the next period designated for reassessment available to them.
- 13.58. Where a student achieves a pass mark but Additional Course Regulations determine that all components of assessment must be passed, and a student does not pass all components of assessment, the student will be required to undertake reassessment of those components of assessment that have not been passed in order to pass the module.
- 13.59. Where a student passes one or more components of assessment but does not pass the module, the student will be allowed reassessment only in the referred component(s) of assessment.
- 13.60. Where a student takes and does not pass a component of assessment in which the student has previously been referred, the mark recorded and used by the Board of Examiners shall be the highest mark obtained by the student in the component of assessment.
- 13.61. Where, following reassessment, a student passes one or more components of assessment, the mark for those component(s) of assessment will be capped at the pass mark.
- 13.62. Where a student undertakes reassessment, the marks used to calculate the module mark will be the mark of the reassessed component (capped at the pass mark) and the original mark for any components passed at the first assessment attempt.
- 13.63. A student who in the view of the Board of Examiners fails the reassessment will be recorded as having failed the module.
- 13.64. Where a student takes and fails an assessment which that student has previously failed, the mark recorded and used by the Board of Examiners shall be the highest mark obtained by the student in the assessment.
- 13.65. A student who has failed a module will not be allowed to progress to the next stage of their course and will be recorded as having failed the stage.
- 13.66. A student does not have the right to reassessment. The Board of Examiners may refuse a referred student an opportunity to make good a failed module assessment, but there must be full discussion of the reason why such an opportunity is being withheld, to which discussion the External Examiner must be party, and the reasons why the assessment opportunity is being refused must be recorded in full in the minutes of the Board of Examiners.

Repeats for postgraduate students registered prior to September 2019

The regulations in paragraphs 13.67 – 13.73 relating to repeats apply to:

- all students who are registered on a Level 7 award, other than an Integrated Master's Degree, prior to September 2019.

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- 13.67. The Board of Examiners may offer a postgraduate student who has failed the stage of a course, the opportunity to make good the stage by repeating that stage. This offer is subject to confirmation by the University that a place is available to the student and that the student concerned is eligible to take up the place, and is not barred from doing so by visa requirements in the case of international students, or for other reasons identified by the University. Where the offer is made to repeat the year, the Board of Examiners will record this as “recommended”.
- 13.68. A student who successfully passes a repeat module at the first attempt will be awarded the grade or mark that they have earned.
- 13.69. A student who fails a repeat module at the first attempt may be referred in that module and allowed a reassessment, which if successful will be recorded at the pass mark.
- 13.70. A student will be allowed by the Board of Examiners to repeat a stage on one occasion only.
- 13.71. Subject to professional requirements, there is no limit on a number of stages that may be repeated.
- 13.72. A student does not have a right to repeat a stage. The Board of Examiners may refuse a referred student an opportunity to make good a failed stage, but there must be full discussion of the reason why such an opportunity is being withheld, to which discussion the External Examiner must be party, and the reasons why the repeat opportunity is being refused must be recorded in full in the minutes of the Board of Examiners. Grounds for refusal may include availability of places and/or the availability of placement opportunities.
- 13.73. A student who has been refused a repeat of a stage by a Board of Examiners may request an appeal in line with the University’s [Student Academic Appeals Procedure](#).

14. Arrangements for Module Assessment

The Module Achievement Boards of Examiners

- 14.1. The Module Achievement Board of Examiners will:
- (i) consider the performance of students on modules;
 - (ii) confirm the marks achieved by students on modules;
 - (iii) award credit for the achievement of students on modules;
 - (iv) award credit for prior experiential learning;
 - (v) take account of the decisions made by as the result of the application of the Exceptional Circumstances Procedure or the Temporary Learning Agreement Procedure;

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- (vi) take account of the agreed outcomes of investigations into cases of plagiarism or academic misconduct;
- (vii) apply the Scaling of Marks policy in exceptional cases and in line with the procedures set out in the University's regulations;
- (viii) assure the appropriate standards for the modules;
- (ix) ensure that the assessment process at a module level is operated in a fair and reliable manner making use of agreed assessment criteria and in line with the University's Regulations and Assessment Procedures;
- (x) where appropriate, to nominate students for prizes and awards and to report them to the relevant Progression and Award Board. All Board of Examiners will operate in line with the University's [Procedures for the Operation of Boards of Examiners](#).

14.2. For each student, the Module Achievement Board of Examiners will recommend to the Academic Board that:

- (i) a student can be awarded credit and a grade for a module;

OR

- (ii) a student should be referred in a module;

OR

- (iii) a student should be deferred in a module.

Scaling of Marks

- 14.3. The Board of Examiners may permit the scaling of marks by the Board of Examiners as a tool to rectify a significant error in the assessment process.
- 14.4. The scaling of marks should only be considered where there is significant error in the assessment process, which is clearly identified, which would mean that the assessment type or delivery was flawed, and when all other means to rectify the problem have been explored and discounted.
- 14.5. Scaling can take place in either direction but when scaling down, the student will be offered the opportunity to accept the scaled mark or to be reassessed in the assessment which will be treated as a first assessment attempt. A student must be informed of their pre- and post-scale mark before they make their decision.
- 14.6. The scaling of marks must apply to all students undertaking the assessment on the same occasion.
- 14.7. The scaling of marks must always maintain the ranked position of each student within a specific assessment. Norm-referencing is not permitted as a means of marking assessment.

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- 14.8. Prior to the scaling of marks, the method that is intended to be employed must be agreed by the relevant Chair of the Board of Examiners and the External Examiner(s), and approved for use by the Director of Registry Services prior to application.
- 14.9. The application to the Director of Registry Services must set out the methodology to be applied, supported by an impact analysis. This should take place at the earliest possible opportunity to ensure consistency and allow monitoring of use and decision making.
- 14.10. Scaling must not advantage or disadvantage a subset of students. Any scaling function applied to a set of marks must, not be used in a way that reverses the rank order of any pair of students. The definition of any scaling function used must encompass the full range of raw marks from 0 to 100% for example, 'Add 3 marks to all students' or 'multiply all marks by a factor of 0.75'. It would not be acceptable to partially scale, for example, 'add three marks to all fails'. Scaling must apply to all students undertaking the same assessment at the same time.
- 14.11. Scaling can be applied to any work, not just an examination, where there has been a flaw in the assessment process.
- 14.12. Examples of where scaling might be applied are as follows:
- (i) a misprinted examination paper;
 - (ii) an incorrect formula in an examination paper;
 - (iii) in a practical examination, an instrumental malfunction not obvious at the time of the examination;
 - (iv) a mistake in an examination paper;
 - (v) the incorrect length of time given to complete an examination.
- 14.13. The approaches used to scale the marks should be confirmed by the Board of Examiners, clearly documented in the Board of Examiner minutes and students fully informed of its use.
- 14.14. The adjustment of marks following scaling will required the approval of the Deputy Vice-Chancellor on the recommendation of the Director of Registry Services, who will confirm that the appropriate process has been followed.**

Pass Mark for Modules

- 14.15. The pass mark for a module at Levels 0, 4, 5 and 6 is 40%.
- 14.16. The pass mark for a module at Level 7 is 50%.
- 14.17. The pass mark for a module at Level 8 is 50%.

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Determination of Module Marks

- 14.18. A module mark is determined by calculating the weighted average of the marks of each component of assessment, except where a component of assessment is graded pass/fail.
- 14.19. Where a component of assessment is graded pass/fail, the method for determining the module mark will be set out in Additional Course Regulations.

Rounding of Marks for Modules

- 14.20. Rounding at Levels 0, 4, 5, 6 and for the Integrated Master's Awards at Level 7 is applied as follows:
- (i) For the purposes of determining whether a module has been passed, a module mark is rounded.
 - (ii) For the purpose of determining the classification of an award, module marks are not rounded.
- 14.21. Rounding at Level 7, except for the Integrated Master's Award, is applied as follows:
- (i) For the purposes of determining whether a module has been passed and for the purpose of determining the classification of an award, a module mark is rounded.

Classification of Modules

- 14.22. Modules at Levels 0, 4, 5 and 6 are not classified.
- 14.23. Modules at Level 7, except for the Integrated Master's Degree, are classified prior to the determination of the overall class of the award.

15. Arrangements for Progression and Award

The Progression and Award Boards of Examiners

- 15.1. The Progression and Award Board of Examiners will:
- (i) consider the overall profile of marks for each student and recommend students for awards or make recommendations for a course of action in the case of failure within the regulations;
 - (ii) make recommendations about students, not in their final year, with regard to progression or make recommendations for a course of action in the case of a student not being eligible to progress to the next level;
 - (iii) confirm arrangements regarding the timing of reassessment where required;
 - (iv) award credit to students on modules passed by compensation;

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- (v) ensure that the assessment process at a course level is operated in a fair and reliable manner making use of agreed degree classification criteria and in line with the University's Regulations and assessment procedures;
- (vi) assure the appropriate standards for the awards;
- (vii) consider any issues relating to the delivery of modules in the context of the course(s) as reported from Module Achievement Boards;
- (viii) where appropriate, to recommend student awards and prizes for courses, taking in to account any recommendations made by the Module Achievement Boards.

Recommendations open to a Progression and Award Board of Examiners

- 15.2. For each student, the Progression and Award Board of Examiners will recommend to the Academic Board that:
- (i) an award be made on the completion of the student's course;
OR
 - (ii) an award be made and a recommendation be made to an external body for professional accreditation or licence to practice;
OR
 - (iii) the student be permitted to proceed to the next stage of the course for which the student is registered;
OR
 - (iv) where the student has not passed the award or stage, the student be permitted to take reassessments as specified by the Board of Examiners in compliance with the Regulations on assessments and reassessments;
OR
 - (v) where a student has not passed the award or stage but is eligible for trail and progress, a student may progress to a subsequent level or stage and undertake reassessment in the designated (re)assessment period;
OR
 - (vi) the student be permitted to proceed to an appropriate stage of a different course as specified by the Board of Examiners;
OR
 - (vii) the student be awarded an alternative award prescribed within the relevant Additional Course Regulations, with or without further assessment;

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OR

(viii) the student withdraws from the course with the award of any credit gained.

- 15.3. In the case of a taught postgraduate course only, recommend that an award be made subject to certain minor corrections carried out to the satisfaction of the internal examiners to a dissertation or thesis within three months of the official notification to the student of the recommendations of the examiners.

Progression

- 15.4. Student progression from one Level to the next or from one Stage to the next must be approved by the a Progression and Award Board of Examiners.
- 15.5. If a student has not met the requirements to progress to the next Level or Stage of a course, the Progression and Award Board of Examiners has no discretion to recommend that a student is allowed to progress other than where a recommendation is made notwithstanding the Regulations.
- 15.6. A student who has not passed a module having exhausted all reassessment opportunities, will be recorded as having failed the module.
- 15.7. A student who has not passed a Level or Stage and has exhausted all reassessment opportunities, will be recorded as having “failed” the Level or Stage.

Compensation for Undergraduate Awards

The regulations in paragraphs 15.8 – 15.14 relating to compensation apply to all undergraduate students except those:

- where there is an Additional Course Regulation that excludes compensation from a course;
- who are registered on a University Certificate;
- who are registered on a University Diploma;
- who are registered on a Graduate Certificate;
- who are registered on courses at Level 7;
- who are registered on courses at Level 8.

- 15.8. A student studying for an undergraduate award may have compensation for a maximum of 20 credits at each level, except where compensation is excluded by Additional Course Regulations.
- 15.9. A Board of Examiners will apply compensation and permit an undergraduate student to progress to the next level or gain an award if the student has:
- (i) Passed modules to the value of at least 100 credits; AND
 - (ii) Obtained a mark of at least 30% in the module to be compensated; AND

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(iii) Obtained a combined average mark of at least 40% for all 120 credits studied.

- 15.10. Compensation is to be applied at the first possible opportunity.
- 15.11. A student will be awarded the credits for a compensated module.
- 15.12. The mark for a compensated module on a transcript will be recorded at the achieved mark and denoted as a Compensated Pass (abbreviated CP). A student who has been compensated for a module with a mark of 32, would have the mark listed on their transcript as 32CP.
- 15.13. If compensation is applied, no reassessment opportunity will be granted for the failed module(s).
- 15.14. Where modules that are classified as 'pass/fail only' are included in a classified award, the arrangements for classification will be set out in the Additional Course Regulations, which in the case of awards at Level 5 and Level 6 must demonstrate how compensation will be applied.

Compensation for Postgraduate Taught Awards (Including Level 7 of an Integrated Master's Award)

The regulations in paragraphs 15.15 – 15.22 relating to compensation apply to all postgraduate taught students except those:

- where the module was studied before September 2019;
- where there is a Additional Course Regulation that excludes compensation from a course;
- who are registered on a Postgraduate Certificate or smaller;
- who are registered on courses at Level 8.

- 15.15. A student studying for a postgraduate taught award of 120 or greater may have compensation for a maximum of 20 credits, except where compensation is excluded by Additional Course Regulations.
- 15.16. The compensation regulations for Postgraduate Taught Awards applies to Level 7 of an Integrated Master's Award.
- 15.17. A Board of Examiners will apply compensation and permit a postgraduate student to progress to the next level or gain an award if the student has:
- (i) passed all modules except 20 credits; AND
 - (ii) achieved a mark of at least 40% in the module to be compensated; AND
 - (iii) achieved a combined average mark of at least 50% for all credits contributing to the award.
- 15.18. A student will be awarded the credits for a compensated module.
- 15.19. The mark for a compensated module on a transcript will be recorded at the achieved mark and denoted as a Compensated Pass (abbreviated CP, so that a student who has been compensated for a module with a mark of 42, will have the mark listed on their transcript as 42CP).
- 15.20. Compensation is to be applied at the first possible opportunity.

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- 15.21. Where modules that are classified as 'pass/fail only' are included in a classified award, the arrangements for classification will be set out in the Additional Course Regulations, which in the case of awards at Level 7 must demonstrate how compensation will be applied.
- 15.22. Where there is a dual-level award, compensation will be applied at the Level of the award being received.

Trail and Progress

- 15.23. In order to progress from one level of an award to the subsequent level of the award, a student must pass all the modules that comprise the level of award at which they are studying, unless one of the exceptions set out in 15.24, 15.25 and 15.27 applies.
- 15.24. A student on a Level 4 course that comprises the first stage of an award at Level 5 of 240 credits, or the first stage of an award at Level 6 of 360 credits may trail and progress to Level 5 of the course where:

EITHER

- (i) the student has passed 100 credits and is deferred or referred in 20 credits but has not yet had the opportunity to exhaust all reassessment opportunities for the credits because either (a) the first reassessment opportunity has been taken but not passed or (b) there are circumstances, approved through the *Exceptional Circumstances Procedures* or the *Temporary Learning Agreement Procedures*, that have prevented the first assessment/reassessment opportunity from being taken;

OR

- (ii) the student has passed 80 credits, is deferred or referred in up to 40 credits, has achieved an average mark of 30% in each of the modules comprising the 40 credits but has not yet had the opportunity to exhaust all reassessment opportunities for the credits because either (a) the first reassessment opportunity has been taken but not passed or (b) there are circumstances, approved through the *Exceptional Circumstances Procedures* or the *Temporary Learning Agreement Procedures*, that have prevented the first assessment/reassessment opportunity from being taken;

AND

- (iii) the course of action in respect to either 15.24(i) or 15.24(ii) is not prohibited by an Additional Course Regulation.

- 15.25. A student permitted to trail and progress to Level 5, who does not pass the referred credit by the end of Level 5, but who passes 120 credits at Level 5, either directly or through compensation, will be permitted to progress to Level 6, where they will be eligible for an ordinary degree.

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15.26. A student may not trail and progress into a placement year or a year abroad unless it forms a part of the named award for which they registered.

15.27. A student on a Bachelor's Degree may trail and progress from Level 5 to Level 6 (or the next stage of the course where there is a placement year) of the course where:

EITHER

- (i) the student has passed 220 credits and is deferred or referred in 20 credits, but has not yet had the opportunity to exhaust all reassessment opportunities for the credits as a result of circumstances, approved through the *Exceptional Circumstances Procedures* or the *Temporary Learning Agreement Procedures*;

OR

- (ii) the student has passed 200 credits, is deferred or referred in up to 40 credits, has achieved an average mark of 30% in each of the modules comprising the 40 credits, but has not yet had the opportunity to exhaust all reassessment opportunities for the referred credits as a result of circumstances, approved through the *Exceptional Circumstances Procedures* or the *Temporary Learning Agreement Procedures*;

AND

- (iii) the course of action in respect to either 15.27(i) or 15.27(ii) is not prohibited by an Additional Course Regulation.

15.28. A student permitted to trail and progress to Level 6, who does not pass the referred credit by the end of Level 6, either directly or through compensation, will not be permitted to receive the target award at Level 6.

- (i) Where the student has not exhausted any reassessment opportunity, the student may undertake any outstanding reassessment opportunities.
- (ii) Where a student has exhausted the reassessment opportunities, the student will be required to withdraw and will be entitled to any award and/or credits that have been gained.

15.29. An Additional Course Regulation will only be approved to exclude the rights of students, as set out in 15.24, 15.25 and 15.27 above, where there is clear evidence at course approval that this is required to meet appropriate employer expectation or the requirements of Professional, Statutory and Regulatory Bodies.

16. No Detriment for Covid-19

The regulations in paragraphs 16.1 – 16.11 that relate to No Detriment apply:

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- only to Levels 5, 6 or Taught Level 7 studied in academic year 2019-2020 during the period when the University operated off-campus between 23 March 2020 and the end of the academic year, 2019/20 [defined in this section only as the “Off-Campus Period”];
- to courses governed by a Professional, Statutory and Regulatory Body [PSRB], except where the application of the no detriment policy is incompatible with PSRB requirements, where the University has approved a variation.

- 16.1. No Detriment provides an amendment to the algorithm used for the classification of awards to ensure that a student is not disadvantaged by the outcome of assessment undertaken between 23 March 2020 and the end of the academic year, 2019/20, when the University operated off-campus [hereafter “the Off-Campus Period”]
- 16.2. No Detriment applies to:
- (i) Levels 5 and 6 of undergraduate courses;
 - (ii) Level 7 of taught postgraduate courses.
- 16.3. No Detriment is applied to the Level studied during the Off-Campus Period regardless of when that Level is used to classify the award of which it forms a part.
- 16.4. In order to qualify for No Detriment, a student must:
- (i) have completed successfully the academic year 2019/20; AND
 - (ii) be eligible to progress or receive an award in 2020/21.
- 16.5. The No Detriment Policy operates by identifying a semester(s) or trimester(s) which the student studied outside the Off-Campus Period, as a baseline for achievement at the Level concerned [hereafter “the No Detriment Period”], with the application of the following:
- (i) the minimum of 20 credits of approved study is required in the No Detriment Period;
 - (ii) all modules required for study in the No Detriment Period must be included, including those where the student passes the module by deferral or referral at a later point, including the Off-Campus Period.
- 16.6. The No Detriment Period will depend on the calendar of study, as follows:
- (i) where a full-time student is on an approved calendar that allows the completion of Semester/Trimester 1 (including the assessment weeks), prior to the Off-Campus Period, it will be Semester 1/Trimester 1;
 - (ii) where a full-time student is on an approved calendar that does not allow the completion of Semester/Trimester 1 (including the assessment weeks), prior to the Off-Campus Period, it will be Semester 2/Trimester 2;

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- (iii) where a full-time student is on an approved trimester calendar that allows the completion of Trimester 1 and Trimester 2 (including the assessment weeks), prior to the Off-Campus Period, it will be Trimester 1 and 2;
 - (iv) where a student is part-time, it will comprise all modules required for study at the relevant level that were delivered in full (including assessment weeks) outside the Off-Campus Period.
- 16.7. The baseline for achievement [hereafter “the No Detriment Average”] will comprise the average of all modules on the approved calendar for the No Detriment Period, noting that:
- (i) only final module marks are included;
 - (ii) no module is discounted.
- 16.8. The No Detriment calculation will be applied specifically at the point that the award is classified.
- 16.9. For undergraduate courses, the No Detriment Average will be compared with the average mark that the student would have achieved had the No Detriment Policy not applied, and the higher average mark used to represent the level concerned in the classification of the award.
- 16.10. For Level 7 of taught postgraduate courses, the No Detriment Average will be compared with the grade (merit or distinction) that the student would have achieved had the No Detriment Policy not applied, and the higher average mark used to grade the award.
- 16.11. It should be noted that for the Dual Level modules on the PGCE, No Detriment will only apply where the target level has been reached.

Regulations for Taught Awards 2024-25

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