

Academic Regulations (Taught Programmes)

Applicable from September 2025 to Present

Purpose of policy	The Academic Regulations contain a wide range of information about academic matters including the awards of the University, the approval and review of courses, and assessment.
Internal services involved in authorship & implementation	Academic Quality Unit Academic Registry
Related University regulations, policies & guidance	Academic Regulations (Professional Doctorates) Academic Regulations (Postgraduate Research) Academic Appeals Procedure Academic Integrity Policy and Procedure for Academic Misconduct Admissions Policy and Applicant Complaints Procedure Regulations for the Conduct of Students Student Disciplinary Procedure Student Transfer Policy
Policy lead	Director of Academic Quality and Enhancement
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PREFACE

The application of the Academic Regulations is underpinned by University policies and procedures, to which reference is made at appropriate points within the Regulations.

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A: The Academic Regulations

A1: The University

These Academic Regulations apply to all taught courses of the University of Lancashire hereafter referred to as "the University".

Changes to these regulations may only be approved through processes approved by the Academic Board.

These regulations apply to all students registered with the University during the academic year 2025/26 onwards. They supersede any previous regulations.

The following definitions apply:

- **Working days** are a day that is not a Saturday or Sunday, Christmas Day, Good Friday or any day that is a bank holiday under the Banking and Financial Dealings Act 1971. In addition, days which the University is closed are not classed as working days.
- **Calendar days** are any days of the week.

A2: Powers of the University to Grant Awards

The following powers (A2.1 to A2.6) derive from Section 76 of the Further and Higher Education Act 1992:

- A2.1 The University is empowered to grant awards to persons who complete an appropriate course of study and satisfy an appropriate assessment and to grant awards to persons who complete an appropriate programme of supervised research and satisfy an appropriate assessment.
- A2.2 Awards which may be granted by the University include degrees, diplomas, certificates, or other academic awards or distinctions, and Honorary Awards.
- A2.3 The University may exercise its power to grant awards by granting awards jointly with another institution(s).

- A2.4 The University may, for good reason, deprive any person of any award granted to them by the University (or, in the case of an award granted to them by the University and another institution jointly, may do so jointly with the other institution). Good reason will include academic fraud.
- A2.5 The University, where empowered to make awards on behalf of Pearson or professional bodies, does so subject to the regulations of those bodies.
- A2.6 The University, in accordance with the relevant provisions of its Instrument and its Articles, determines:
- i. the courses of study;
 - ii. the programmes of research;
 - iii. the assessment appropriate for the grant of any award; and,
 - iv. the terms and conditions on which the powers to grant awards are to be exercised.

A3: Approval of Courses and Awards by the Academic Board of the University

- A3.1 In fulfilling its responsibilities under the Articles, the Academic Board authorises Committees, Boards and Panels to act on its behalf. These Committees, Boards and Panels are responsible to the Academic Board of the University. In all cases such Committees, Boards and Panels are required to act in accordance with the Articles of the University and these Academic Regulations.
- A3.2 The University may agree to offer provision leading solely to awards by external bodies. In such cases the academic regulations of the external body take precedence over University regulations in relation to the requirements for conferment of the award. Where courses are subject to the regulations of professional, statutory and regulatory bodies and those regulations are different from the Academic Regulations of the University, the regulations of the professional, statutory and regulatory bodies will take precedence, subject to approval through the University's course approval and review processes.

A3.3 In extraordinary circumstances, caused by external factors beyond the control of the University, the Academic Board will be responsible for approving special arrangements, if necessary, for the determination of awards and progression (see Section K). In the case of apprenticeship programmes, the requirements of the end point assessment plan (EPA) associated with the apprenticeship standard will be followed and will take precedence over University regulations, subject to approval through the University's course approval and review processes.

B: Awards of the University

B1: Principles

- B1.1 All awards conferred by the University are defined by a series of benchmarks relating to the general level of knowledge and skills required to register for the award, the highest level of study required to achieve the award and the standard time taken to complete the award as expressed in terms of full-time study.
- B1.2 All awards conferred by the University are benchmarked against the Framework for Higher Education Qualifications for England, Wales and Northern Ireland issued by the Quality Assurance Agency for Higher Education. Individual disciplines may also refer to relevant subject benchmarks.
- B1.3 Awards can only be gained by following and successfully completing a course of study leading to an approved award which has been approved by the University.
- B1.4 University awards are designed to incorporate exit point awards where appropriate aims and learning outcomes have been specified. Exit point awards may only be given where the learning outcomes for the lower award have been met.
- B1.5 Certificates, transcripts and Diploma Supplements follow an approved style and format.

B1.6 All courses will be taught and assessed in English with the following exceptions:

- i. where the learning outcomes are explicitly related to competence in Languages other than English;
- ii. where the acquisition of competence in English is a declared learning outcome, support work may be in the student's native language.
- iii. under exceptional circumstances where specific approval has been given and gone through relevant approval for delivery in another language.

B2: List of Awards

B2.1 The Awards conferred by the University are shown in table B3.10.1.

B2.2 *Posthumous and Aegrotat awards*

These may apply in the event of (a) the death of a candidate prior to the completion of their degree (*posthumous degrees*) or (b) a candidate being prevented from completing their degree due to a diagnosis of terminal or debilitating illness (*aegrotat degrees*).

Posthumous awards: The University may confer any of its awards posthumously provided there is evidence of work successfully completed at the appropriate level. The classification will be determined by the Assessment Board on the basis of the overall academic profile. The award can be accepted on the student's behalf by a parent, spouse or other appropriate individual.

Professionally-accredited awards shall not be conferred posthumously. In such instances the award title will be adjusted to reflect that the student has not satisfied professional, statutory or regulatory body requirements. Where appropriate, and in consultation with the relevant Dean of School, the Director of Academic Quality and Enhancement, the Executive Director of Academic Registry has discretion to approve posthumous awards outside of the parameters detailed above. Any decisions will be fully documented.

Aegrotat awards: The University may confer any of its awards as an Aegrotat award provided there is evidence of work successfully completed at the appropriate level. The aegrotat award will be considered as the conclusion of a student's registration on a programme; the student must be offered the opportunity to accept the *aegrotat award*, or continue on the programme of study in order to achieve the intended programme outcome. If the student agrees to accept the *aegrotat award*, they will agree that they waive the right to any further assessment/reassessment. The award can be accepted by the student or on the student's behalf by a parent, spouse or other appropriate individual.

Where appropriate, and in consultation with the relevant Dean of School, the Director of Academic Quality and Enhancement and the Executive Director of Academic Registry has discretion to approve aegrotat awards outside of the parameters detailed above. Any decisions will be fully documented.

B2.3 *Research Awards*

The Academic Regulations for research awards are published in the Academic Regulations for Postgraduate Research Degrees, with the exception of MRES awards which are included into these regulations.

B2.4 *Professional Doctorate Awards*

The Academic Regulations for Professional Doctorates are published in the Academic Regulations for Professional Doctorates. Guidance on the framework for Professional Doctorates can be found in Appendix 12 of the Academic Quality Assurance Manual.

B2.5 *Honorary Awards*

There are three categories of Honorary Award:

- i. an **Honorary Doctorate (D.Univ.)**, appropriate for those who have made a significant contribution to the development of the University and/or have made a major contribution to the development of education at the national and/or international level;
- ii. an **Honorary Fellowship**, appropriate for those who have achieved distinction in their profession or area of activity, and/or made a significant contribution to society in general;

- iii. a **Corporate Award**, appropriate for those organisations, institutions of corporations which have demonstrated significant charitable works, community enhancement, or through their collective endeavour have advanced education or academic research regionally, nationally or internationally.

B2.6 The Honorary Awards Committee considers nominations for the award of Honorary Doctorate, Honorary Fellow or Corporate Awards and recommends conferment of any award. The Committee will take account of past, current or planned future links between a student and the University in determining whether an award should be conferred.

B3: Title of Awards

B3.1 *Certificate in Education [Cert Ed] [post-compulsory]*

The Certificate in Education is a teaching qualification awarded to students who have successfully completed a specialist teaching course in post-compulsory education.

B3.2 *Foundation Degrees*

Foundation degree programmes will lead either to the award of FdA, FdSc or FdEng.

- i. The award of FdA is generally used in art and design, the arts and humanities and areas of social or business studies.
- ii. The award of FdSc is generally used in technology, science or mathematics and their applications.
- iii. The award of FdEng is reserved for courses which provide a technologically broad education with an emphasis on engineering applications.

B3.3 *Bachelor Degrees*

First degree programmes will lead either to the award of a BA or a BSc or to a more closely defined award restricted to certain subjects and types of course.

- i. The award of Bachelor of Arts (BA) is generally used in art and design, the arts and humanities and areas of social or business studies.

- ii. The award of Bachelor of Science (BSc) is generally used in technology, science or mathematics and their applications. In areas where either title may be used, the title will be based on the curricular focus of the course and prevailing norms across the relevant higher education sector.
- iii. The title Bachelor of Engineering (BEng) is reserved for courses which provide a technologically broad education with an emphasis on engineering applications.
- iv. The title Bachelor of Laws (LLB) is reserved for courses of specialized study in law.

B3.4 *Graduate Certificate/Diploma*

Courses at undergraduate level (Level 6) which are taken by those who are already graduates.

B3.5 *Integrated Masters*

Integrated Masters courses represent extended first degree programmes which include a significant element of level 7 study.

- i. The titles MEng/MPhys/MChem/MLaw/MSci/MMath/MComp/MHRM/MComSC/MPAS/MChiro are reserved for courses of specialised undergraduate study in a specific subject area which provide the skills and knowledge required in the subject for professional development in industry or research and as such are recognised by industry, professional bodies and research councils.
- ii. The title Bachelor of Dental Surgery (BDS) is reserved for courses which form the primary qualification registerable with the General Dental Council that enables dentists to practice in the UK (following appropriate Foundation Training).
- iii. The title MPharm is reserved for courses accredited by the General Pharmaceutical Council (GPhC).
- iv. The title Bachelor of Medicine and Bachelor of Surgery [MB BS] is reserved for courses which form the primary qualification registerable with the General Medical Council that enables doctors to practice within the UK.
- v. The title of Bachelor of Veterinary Sciences and Medicine (BVMS) is reserved for a course which is to be registered with the Royal College of Veterinary

Sciences as a qualification that enables veterinary surgeons to practice in the UK.

B3.6 *Postgraduate Certificate in Education [PGCE] [post-compulsory]*

The Postgraduate Certificate in Education is a teaching qualification awarded to graduate students who have successfully completed a specialist teaching course in post-compulsory education.

B3.7 *Taught Master's Degrees*

Courses at Master's level may lead to the award of either the MA or MSc or to a more closely defined award restricted to certain specific areas of study.

- i. The title Master of Architecture (MArch) is reserved for courses in an area of specialised study in the specific subject area of Architecture which provides the skills and knowledge required in the subject for professional development in industry or research and as such is recognised by industry, professional bodies and research councils.
- ii. The title Master of Arts (MA) is generally used in Art and Design, the arts and humanities and areas of social or business studies. The title Master of Science (MSc) is generally used in technology, science or mathematics and their applications. The rationale for the use of MA or MSc in other fields will take account of curricular focus and sectoral practice.
- iii. The title Master of Business Administration (MBA) is reserved for courses which focus on the general principles and functions of management and the development of management skills.
- iv. The title of Master of Clinical Dentistry (MClintDent) is reserved for courses of specialist study and training in Clinical Dentistry.
- v. The title of Master of Clinical Medicine (MClintMed) is reserved for courses of specialist study and training in Clinical Medicine.
- vi. The title Master of Education [MEd] is reserved for courses in which the focus of study is the reflection and professional development of education practitioners.
- vii. The title Master of Laws (LLM) is reserved for courses of specialised study in law.

- viii. The title Master of Optometry (MOptom) is reserved for courses in Optometry.

B3.8 *Professional Masters Awards*

These awards are reserved for courses which make a contribution to both theory and practice in their field and to develop professional practice.

B3.9 Master of Research

- i. The title Master of Research [MRes] is reserved for advanced postgraduate degrees that focus upon research through individual research project work and the development of academic research skills and techniques. Such courses will normally prepare students for PhD study or a career in research

B3.10 *Professional Doctorates*

Courses at Professional Doctorate level are restricted to certain, specific areas of study and lead to a specifically titled award at doctoral level. They will entail a combination of taught and research components.

- i. A Professional Doctorate [DProf] programme will be conducted in an area of professional competence.
- ii. The title of Doctorate of Business Administration [DBA] is reserved for courses concerned with researching business and management issues via the critical review and systematic application of appropriate theories and research to professional practice.
- iii. The title of Doctorate in Education [EdD] is reserved for courses concerned with researching educational practice, contexts and roles via the critical review and systematic application of appropriate theories and research to the education profession and to the practice of it.
- iv. The title of Doctorate in Clinical Dentistry (DClinDent) is reserved for courses conducted in the field of Clinical Dentistry.

B3.11: The Awards of the University

FHEQ level	Title of Award	Classifications available	General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration Full Time mode	Highest Level of study required for the Award
Foundation and General Awards					
	Certificate of Achievement+	Distinction, Merit	varies	n/a	n/a
3	Foundation Year Certificate (note: exit award only)	Distinction, Merit		1 year	3
Undergraduate Certificates, Diplomas and Degrees					
4 or above **	Certificate	Distinction, Merit	As appropriate for the level of module concerned.	Variable	In accordance with level of module
4	Certificate of Higher Education (<i>CertHE</i>); <i>Cert in Education [CertEd*]</i>	Distinction, Merit	general UG entrance	1 year	4 (5 for Cert Ed)
4	Higher National Certificate (HNC)***	Distinction, Merit	1 'A' level/1 BTEC National	1.3 years	4
5	Advanced Certificate	Distinction, Merit	successful level 4 study	1 trimester	5
5	Diploma of Higher Education (DipHE)*	Distinction, Merit	general UG entrance	2 years	5

FHEQ level	Title of Award	Classifications available	General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration Full Time mode	Highest Level of study required for the Award
5	Foundation Degrees: (<i>Foundation Degree in Arts [FdA]; Foundation Degree in Science [FdSc], Foundation Degree in Engineering [FdEng]</i>)	Distinction, Merit	Applicants must have GCSE passes at Grade C or 4/5 or above in Maths and English or equivalent) 'A' level/1 BTEC National	2 years	5
5	Higher National Diploma (HND) ***	Distinction, Merit	1 'A' level/1 BTEC National	2 years	5
5	Advanced Diploma	Distinction, Merit	general UG entrance	3 years	6
Bachelor's Degrees, Integrated Masters and Graduate Diplomas					
6	Bachelor's Degrees: (<i>Bachelor of Arts [BA]; Bachelor of Engineering [BEng]; Bachelor of Laws [LLB]; Bachelor of Science [BSc]</i>)	Distinction, Merit	Applicants must have GCSE passes at Grade C or 4/5 or above in Maths and English or equivalent) plus a 12 unit profile the equivalent of two subjects at Advanced Level (A2).	3 years (4 years sandwich) (4 years Cyprus Campus)	6

FHEQ level	Title of Award	Classifications available	General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration Full Time mode	Highest Level of study required for the Award
6	Bachelor's Honours Degrees: (<i>Bachelor of Arts [BA Hons]; Bachelor of Engineering [Beng Hons]; Bachelor of Laws [LLB Hons]; Bachelor of Science [BSc Hons]</i>)	First Class, Upper Second Class, Lower Second Class, Third Class, Degree without Honours	Applicants must have GCSE passes at Grade C or 4/5 or above in Maths and English or equivalent) plus a 12 unit profile the equivalent of two subjects at Advanced Level (A2).	3 years (4 years sandwich) (4 years Cyprus Campus)	6
6	Graduate Certificate	Distinction, Merit	successful level 6 study	1 trimester	6
6	Graduate Diploma	Distinction, Merit	successful level 6 study	2 trimester	6

FHEQ level	Title of Award	Classifications available	General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration Full Time mode	Highest Level of study required for the Award
7	<p>Integrated Masters Honours:</p> <p><i>(Master of Physics [MPhys])</i> <i>(Master of Pharmacy With [MPharm])</i> <i>(Master of Engineering [MEng])</i> <i>(Master of Chemistry [MChem])</i> <i>(Bachelor of Dental Surgery [BDS])</i> <i>(Master of Law [MLaw])</i> <i>(Master of Science [MSci])</i> <i>(Master of Mathematics [MMath])</i> <i>(Master of Computing [MComp])</i> <i>(Bachelor of Medicine and Bachelor of Surgery [MB BS])</i> <i>Master of Human Resource Management (MHRM)</i> <i>Master of Community and Social Care (MComSC)</i> <i>Master of Physician Associate Studies (MPAS)</i> <i>Master of Chiropractic (MChiro)</i></p>	<p>First Class, Upper Second Class, Lower Second Class, Third Class ^</p> <p>[for BDS and MB BS no classification is awarded other than BDS or MB BS with Honours when an APM of 70% or more is achieved]</p>	<p>Applicants must have GCSE passes at Grade C or 4/5 or above in Maths and English or equivalent plus a 12 unit profile the equivalent of two subjects at Advanced Level (A2).</p> <p>[Applicants with advanced standing to year 2 of the BDS must have previous graduate achievement in biomedical sciences or related subject]</p>	<p>4 years</p> <p>(5 years for the BDS and MB BS)</p>	7

FHEQ level	Title of Award	Classifications available	General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration Full Time mode	Highest Level of study required for the Award
7	Bachelor of Veterinary Sciences and Medicine (BVMS)	Pass, Merit, Distinction	Applicants must have GCSE passes at Grade C or 4/5 or above in Maths and English or equivalent plus AAB A-levels (or equivalent)	5 years	7
7	Master of Optometry (MOptom)	Pass, Merit, Distinction	Registered Dispensing optician (DO) with one-year post-registration experience. Pass: entrance examination.	3 years	7
Postgraduate Certificates and Diplomas					
7	Postgraduate Certificate (PGCert) <i>Certificate in Management [CM]; Post Graduate Certificate in Education [PGCE*]</i>	Distinction, Merit	Bachelor degree with Honours <i>[Mgt experience for CM]</i>	1 trimester	7
7	Postgraduate Diploma (PGDip) <i>Diploma in Management</i>	Distinction, Merit	Bachelor degree with	2 trimesters	7

FHEQ level	Title of Award	Classifications available	General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration Full Time mode	Highest Level of study required for the Award
	<i>Studies[DMS]</i>		Honours [2 years management experience for DMS]		
Taught Masters					
7	Master's Degrees: <i>Master of Architecture [MArch]; Master of Arts [MA]; Master of Business Administration [MBA]; Master of Clinical Dentistry [MCLinDent]; Master of Clinical Medicine (MCLinMed); Master of Laws [LLM]; Master of Science [MSc]; Master of Education [MEd]; Master of Research [MRes]</i>	Distinction, Merit	Bachelor Degree with Honours at lower second class or above [<i>Bachelor Degree in Architecture that carries RIBA Pt1 recognition at upper second or above or lower second with relevant work experience for MArch</i>] [<i>Primary Dental Qualification (eg BDS or BChD) and be on the GDC Dentist Register for MCLinDent</i>] [<i>Mgt experience and age</i>]	Calendar year [2 calendar years for MArch, MCLinDent and MCLinMed]	7

FHEQ level	Title of Award	Classifications available	General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration Full Time mode	Highest Level of study required for the Award
			<i>23 for MBA]</i>		
	Professional Masters				
7	Professional Masters	Distinction, Merit	Bachelor Degree with Honours at lower second class or above and evidence of a significant experiential profile	1 calendar year FT 2 calendar years PT	7
	Research Degrees				
7	Master of Arts MA; Master of Science MSc; Master of Laws LLM (by Research)		Bachelor Degree with Hons at lower second class or above	1 year	thesis
7	Master of Philosophy (MPhil)		Bachelor Degree with Hons at lower second class or above	2 years	thesis
7	Master of Surgery (MCh [Res])		Bachelor Degree with Hons at lower second class or above	3 years (PT only)	thesis

FHEQ level	Title of Award	Classifications available	General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration Full Time mode	Highest Level of study required for the Award
8	Doctor of Medicine (MD [Res])		Bachelor Degree with Hons at lower second class or above	3 years (PT only)	thesis
8	Doctor of Philosophy (PhD)		Bachelor Degree with Hons at lower second class or above †	3 years	thesis
8	Professional Doctorate (DProf)		Bachelor Degree with Hons at lower second class or above plus professional experience‡	3 years	8 + thesis
8	Doctor of Business Administration (DBA)		Bachelor Degree with Hons at lower second class or above plus professional experience †	3 years	8 + thesis
8	Doctor of Education (EdD))		Bachelor Degree with Hons at lower second class or above plus professional experience †	3 years	8 + thesis

FHEQ level	Title of Award	Classifications available	General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration Full Time mode	Highest Level of study required for the Award
8	Doctor of Clinical Dentistry (DClinDent)		Bachelor Degree; registered with GDC and Licence to Practice Dentistry	3 years	8 + thesis
	Doctor of Medicine (MD) [by Published Work]		1 year PT (only)	PT only	Synoptic commentary and published work
	PhD by Portfolio		4 years PT	PT only	Synoptic commentary and portfolio
	PhD (by Published Work)		1 year PT	PT only	Synoptic commentary and published work
Higher Doctorates					
8	Doctor of Letters (DLitt)		leading authority in field	n/a	n/a
8	Doctor of Science (DSc)		leading authority in field	n/a	n/a

FHEQ level	Title of Award	Classifications available	General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration Full Time mode	Highest Level of study required for the Award
	Honorary Doctorate (D.Univ)		Criteria determined by Honorary Awards Committee		

+Used for microcredentials, non-credit bearing courses and CPD only

*Standard course duration may be longer where elements of professional practice are integrated within modules.

** the level of the award corresponds to the level of the module for which the Certificate is awarded.

*** under licence from Pearson

† Masters Degree for direct entry to doctoral stage of programme

¥ Masters or Professional Masters degree for direct entry to professional doctoral stage of programme

B4: Approval of New Awards

- B4.1 The Academic Board has power to approve new awards on advice from the Academic Quality and Standards Committee
- B4.2 In considering proposals for new awards, the Academic Board will pay particular regard to:
1. the characteristics and level of the proposed award that would both distinguish it from existing awards and relate it to them;
 2. the suitability of existing awards for the proposed programme of study;
 3. the likely demand for, and recognition of, the proposed award by institutions, students and employers.
- B4.3 Course proposals may not be submitted for course approval prior to Academic Board approval of an appropriate award type and its definition.

B5: Certification of Awards

- B5.1 Academic Board awards and official transcripts follow a prescribed style.
- B5.2 The use of the University crest on certificates is restricted to Academic Board awards and Honorary awards.

B6: Award titles

- B6.1 All UG courses with 'and' or 'with' in the title must comply with the following credit requirements:

	20 credit framework (UG)	30 credit framework (UG)
Subject X and Subject Y	UG 60 credits for each subject at each level of study	UG 60 credits for subject X and subject Y at each level of study
Subject X with Subject Y	UG 80 credits for subject X and 40 credits for subject Y at each level of study	UG 90 credits for subject X and 30 credits for subject Y at each level of study

- B6.2 For PGT programmes the same principles will apply; 50/50% for AND and 75%/25% for WITH.

C: Modular Framework

C1: Modular Framework

- C1.1 All taught awards of the University are governed by the regulations that apply to the University's modular scheme as set out below, unless otherwise specified. This includes taught elements of Professional Doctorates awards.

C2: Modules

- C2.1 Each module is a self-contained block of learning with defined aims, learning outcomes and assessment.
- C2.2 The number of learning outcomes specified for a 20-credit or 30-credit module is normally limited to a maximum of 5. This can be increased for larger credit modules with any increase not exceeding the pro-rata levels.
- C2.3 All modules are assigned to Academic Schools. The development, delivery and assessment of modules is the responsibility of the Dean of School¹ operating through the academic staff in the school.
- C2.4 Module descriptions will specify pre- requisites and/or co-requisites where these apply.
- C2.5 Modules within a programme will be designated as one of the following:
1. Compulsory
 2. Optional
 3. Core
- C2.6 Modules designated as 'Compulsory' or 'Optional' must be attempted but may be compensated. Modules designated as 'core' may not be compensated.
- C2.7 Modules will only be designated as 'Core' where this a Professional Statutory and Regulatory (PSRB) body requirement or a final project or dissertation.
- C2.8 A student-initiated module (SIM) is a scheme of directed study with assessment. Up to 30 credits may be awarded, at an appropriate level in exceptional circumstances and must have the approval of the Director of Academic Quality and Enhancement and Executive Director, Academic Registry and Student Recruitment. This would contribute to a student's overall programme of study and

¹ Or those acting in this capacity with an equivalent role title

must not adversely impact the student's ability to meet the programme learning outcomes for the award.

C2.9 Assessment Tariffs

C2.9.1 All modules will be assessed.

C2.9.2 The maximum number of assessments per module (30c or 20c) is two (2).

C2.9.3 The assessment tariffs are for 30c modules. They can be increased for larger sized modules (60c or 120c). The tariffs can also be used as a guide for 20c modules.

C2.9.3 Assessments should be proportionate and appropriate the module and learning outcomes to be assessed.

C2.9.4 The assessment tariffs are the maximum volume of assessment. They are not targets.

C2.9.5 PSRB or Apprenticeship standards may require a specific assessment tariff for an assessment. This will require an exemption to the academic regulations to be approved.

C2.9.6 Penalties for exceeding tariffs:

- +10% tolerance: no penalty
- +10%: stop marking and not assess further content. Grade based on work marked only.

Assessment type (as per OFS)	Description	Level 3	Level 4	Level 5	Level 6	Level 7
Written work or any written elements of assessment (whether produced in a physical or digital format)	Essays, posters, content of presentations, fieldwork notebooks, lab reports or write-ups, personal journals	2,500 words or equivalent	3,000 words or equivalent	3,500 words or equivalent	4,000 words or equivalent	5,000 words or equivalent
	(Research) Dissertation (60 credits)	N/A	N/A	N/A	8,000 words or equivalent	10,000 words or equivalent
Written Exam (for PSRB)	Exams (open or closed book), multiple choice questions, class tests	1.5 hours	2 hours	3 hours	3 hours	3 hours
Practical work – laboratory		N/A	N/A	N/A	N/A	N/A
Physical artefacts	Sculptures, textiles, fashion and artwork (notional effort hours)	N/A*	N/A*	N/A*	N/A*	N/A*
Digital media	Film, video, podcast (notional effort hours)	N/A*	N/A*	N/A*	N/A*	N/A*
Performance	Dance, drama, music, production	N/A*	N/A*	N/A*	N/A*	N/A*
Any type of work that is assessed through observation (individual)	Presentation Pitches Podcasts, blogs, vlog	20 minutes	20 minutes	30 minutes	30 minutes	40 minutes
	Clinical observation Objective Structured Clinical Examination (OSCE)	30-60 minutes 5 mins per station Number of stations/duration	30-60 minutes 5 mins per station Number of stations/duration	30-60 minutes 5 mins per station Number of stations/duration	30-60 minutes 5 mins per station Number of stations/duration	30-60 minutes 5 mins per station Number of stations/duration

		of station will depend on subject (PSRB)	of station will depend on subject (PSRB)	of station will depend on subject (PSRB)	of station will depend on subject (PSRB)	of station will depend on subject (PSRB)
	Sport (practical)	20 minutes	20 minutes	30 minutes	30 minutes	40 minutes
	Debates (group) Moots (group)	1 hour	1.5 hours	2 hours	2 hours	2 hours
	Vivas (always attached to another assessment type) Professional Discussion	15-30minutes	15-30 minutes	15-30 minutes	30-60 minutes	30-60 minutes
Continuous assessment, including continuous assessment of industry and work placements	Any written or digital media elements Simulation	N/A	N/A	N/A	N/A	N/A
Group work		See relevant assessment type above for guidance	See relevant assessment type above for guidance	See relevant assessment type above for guidance	See relevant assessment type above for guidance	See relevant assessment type above for guidance
Portfolio	May include any of the elements above Patchwork assessment	See relevant assessment type above	See relevant assessment type above	See relevant assessment type above	See relevant assessment type above	See relevant assessment type above

N/A* means it is not possible to put an actual tariff as this will depend on the actual assessment. Equivalency through the assessing comparability through other assessment methods.

Where an assessment needs to exceed the tariff as a result of PSRB requirements or due to Apprenticeship standards, this should be evidenced and justified at course approval. This would require an exemption to the Academic Regulations to ensure its captured and can be communicated to students.

C2.10 Module level

C2.10.1 each module will specify a level² which indicates the intellectual standard required for successful completion of the module.

Level 3:	A/AS Level equivalent (used for Foundation Year only)
Level 4:	Certificate level which prepares students for further study (approximating to year 1 of a three-year honours degree programme).
Level 5:	Diploma level (approximating to year 2 of a three-year honours degree programme).
Level 6:	Degree level (approximating to year 3 of a three-year honours degree programme).
Level 7:	Postgraduate level.
Level 8:	Doctorate level.

C2.11 Module size

C2.11.1 A standard module is worth 20 credits or 30 credits. For 20 credits, it equates to the learning activity expected from one sixth of a full- time undergraduate year or 200 notional learning hours. For 30 credits, it equates to the learning activity expected from one quarter of a full-time undergraduate year or 300 notional learning hours.

C2.11.2 For Undergraduate and Postgraduate taught courses module size must comply with the following guidelines:

Level	Module Size Options (20 credits)	Module Size Options (30 credits)
3	20, 40, 60	30
4	20, 40, 60, 120	30, 60, 120
5	20, 40, 60, 120	30, 60, 120
6	20, 40, 60, 120	30, 60, 120
7	20, 40, 60, 120	30, 60, 90, 120

² https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11

Note: 120 credits at L4, 5, 6 will only be approved in exceptional circumstances and where PSRB or pedagogic delivery to be effective requires this.

C3: Courses

C3.1 Courses lead to named awards (e.g. BSc Psychology).

Courses consist of specified combinations of modules approved by the University as appropriate for that named award and which allow students to meet the overall award requirements in terms of module number and level. A table of module requirements is shown in C12.

- i. For undergraduate awards there must be some differentiation in the module composition of the award in comparison to other named awards to justify a distinctive named degree award although, where justified at validation, this may be varied for professional programmes in which award specificity resides largely in practice (placement).
- ii. Where justified at validation, the distinctiveness of Masters degree awards may be determined by discipline-specific research or a dissertation.

C3.2 Courses are assigned to Academic Schools. Their development, operation and assessment are the responsibility of the Dean of School.

C4: Placements

C4.1: Sandwich Courses

Sandwich courses are developed with an extensive period of supervised work experience. This must be a minimum of 30 weeks in total to be eligible to be defined as a sandwich course. Awards are appropriately endorsed with merit/distinction. The period of work experience has aims and learning outcomes and is assessed but does not contribute to the minimum module requirement for the award nor the award classification calculation.

C4.2: Work Experience

Periods of work experience leading to the achievement of specified learning outcomes may take the form of individual modules or may be integrated with academic study within a module.

C5: Study Abroad

C5.1: Language courses (typically 4 years course duration)

Language courses will normally include an extensive period of study abroad (usually 35 weeks). The period of study abroad has aims and learning outcomes and is assessed but does not contribute to the minimum module requirement for the award nor to the award classification calculation.

C5.2: Exchange Schemes

Exchange schemes may include study abroad and should satisfy the relevant learning outcomes of the course but do not necessarily need to match the content of any specific modules as set out in the Programme specification.

C5.3: Study Aboard

Students may opt to undertake a trimester or a year abroad. The period of study abroad has aims and learning outcomes and is assessed but does not in all cases contribute to the award classification calculation.

C6: Stage

C6.1 Bachelor Honours Degrees are divided into stages:

1. Stage 0 is equivalent to a full-time foundation year and prepares a student for the degree or diploma course (Level 3)
2. Stage 1 is equivalent to a first year of a full-time degree course and forms the basis of progression to stage 2 (Level 4)
3. Stage 2 is equivalent to the subsequent years of a full-time degree course (Level 5/6).

C6.2 For the Integrated Masters course, Stage 2 is equivalent to the second and third year of a full-time degree course. Stage 3 is equivalent to the final year of a full-time Integrated Masters course.

C7: Mode of Study³

- C7.1 The modular framework is designed to accommodate the movement of students between full-time and part-time mode of study. Changes to mode of study require prior approval.
- C7.2 A full-time undergraduate student is defined as any student undertaking modules equating to at least 100 credits during a standard (two trimester) academic session. The maximum number of credits that may be taken during an academic session is normally 120. Exceptionally, a full-time student may undertake 140 credits where they are required to retake a 20-credit module or 150 credits where they are required to retake a 30-credit module.
- C7.3 A part-time undergraduate student is typically defined as a student undertaking modules equating to 90 credits or less during an academic session.
- C7.4 A full-time student undertaking an approved accelerated degree programme will normally complete 180 credits within a standard (three trimester) academic session.
- C7.5 A full-time postgraduate student is defined as any student undertaking modules equating to at least 180 credits during a standard (three trimester) academic session. The maximum number of credits that may be taken during an academic session is normally 180.
- C7.6 A part-time postgraduate student is typically defined as any student undertaking modules

³ The OfS define FT and PT using hours and weeks studied over Credits. The guidance states:

Full-time: A year of engagement is counted as full-time if it meets all of the following criteria:

- The student is normally required to attend the provider, or elsewhere, for periods amounting to at least 24 weeks within the year of engagement.
- Within that time they are expected to undertake periods of study, tuition, learning in the workplace, or sandwich work placement that does not meet the criteria to be sandwich year out, which amount to an average of at least 21 hours per week. ('Guided learning hours' should not be used in isolation to determine how many hours each week a student spends studying. All guided learning hours count towards this total, but it is expected that higher education students will spend a significant amount of time each week in self-led individual learning, and an estimate of this time should also be included.) Time spent in study away from the specified locations noted in paragraph 3a can be included when determining if this criterion is met.
- Full-time fees are chargeable for the course for the year. Exceptionally, all or part of the fee may be waived for individual students based on their particular personal – rather than course-related – circumstances. This does not include cases where fees are reduced because students are studying less intensively than is normally expected for a full-time student. It should not be waived for all students on a course, and the criteria that determine if fees may be waived should not be tantamount to waiving them for all students.

Part-time: A year of engagement is counted as part-time if it does not meet the requirements to be either full-time or a sandwich year out.

equating to 160 or less during an academic session.

- C7.8 Students on placement years, sandwich years, and study years abroad will be classified as full-time.

C8: Duration of Study

- C8.1 The standard duration of full-time study towards specified awards is shown in the table in section B3.10.1. The standard duration for part-time undergraduate provision will normally exceed the full-time duration by two years and for postgraduate taught provision will normally exceed the full-time duration by one year.

C8.2 Maximum duration of study

- (a) Full-time undergraduate students must complete a three-year honours degree within six years of first registration. This period includes any periods of suspension or interruption.
- (b) Maximum durations are pro-rata for other awards or part-time study.

C9: Interruption of Study

- C9.1 A student is permitted to interrupt the continuous registration on their programme of study but must seek authorisation to do so from the Dean of School (or nominee) prior to the commencement of that interruption of study. The application should be in writing and set out the reasons for interruption and the period of time requested for such interruption. Retrospective interruptions to study are not permitted.
- C9.2 The period of authorised interruption shall normally be up to a maximum of one year. A period of authorised interruption shall normally be no less than one month. Such periods of time would normally be considered as authorised absence. Exceptionally the University will allow one additional interruption of study up to one year. Exceptional mitigating circumstances must apply for a second interruption to be approved.
- C9.3 If an interruption is not authorised but a student does not attend their course, the University may determine that a student's studies be terminated and apply its withdrawal procedures under section G13 of these regulations.
- C9.4 Students who wish to interrupt their studies for longer than the period which can be

authorised, or who fail to enrol for an academic year without authorised interruption, must seek readmission if they wish to resume their studies.

- C9.5 An authorised interruption of study would normally require an adjustment to the expected end date of the programme by the equivalent period of time.

C10: Attendance and Engagement

- C10.1 Student attendance and engagement at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made to the Dean of School or nominee (usually the Course Leader).

Authorised absence must be considered in conjunction with the Student Engagement and Attendance Monitoring Policy and decisions must be made in accordance with UKVI student sponsorship rules, in discussion with the university's Student Immigration Compliance Team.

- C10.2 Students with continuous absence for more than 30 consecutive (calendar) days may be deemed to have withdrawn from the course and the University may apply its withdrawal procedures. Students should be formally withdrawn as soon as possible so as not to incur unnecessary fees or other costs.

- C10.3 Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

C11: Concurrent Study

- C11.1 Concurrent study is where a student is studying one level of study, without formally completing the previous level of study.

- C11.2 Where concurrent study has been approved as an inherent or necessary feature of a programme, a student shall be permitted to progress to the next level of the programme without having accumulated all the credits at the previous level if all the following conditions have been met:

- (a) the student has accumulated at least 60 credits at the previous level; and
- (b) the modules studied concurrently are at two adjacent levels (i.e. Level 4 and 5 or Level 5 and 6).

C12: Standard Credit Requirements for Awards (see also appendix 6 Apprenticeship awards)

				<i>minimum at:</i>					
Award title	Minimum module requirement	Stage 2	Stage 3	Level 3 or above	Level 4 or above	Level 5 or above	Level 6 or above	Level 7 or above	Level 8
Certificate of Achievement*	20 (at Level 3 or above)			20					
Foundation Year Certificate	120			120					
Certificate*	20				20				
Certificate of Higher Education (20 credit framework)	120				120				
Certificate of Higher Education (30 credit framework)	120				120				
Advanced Certificate*	40					40			
Higher National Certificate*	120				120				
Higher National Diploma	240				240	100			

				<i>minimum at:</i>					
Award title	Minimum module requirement	Stage 2	Stage 3	Level 3 or above	Level 4 or above	Level 5 or above	Level 6 or above	Level 7 or above	Level 8
Diploma of Higher Education (20 credit framework)	240	120			240	100			
Diploma of Higher Education (30 credit framework)	240	120			240	120			
Foundation Degree (20 credit framework)	240				240	100			
Foundation Degree (30 credit framework)	240				240	120			
Degree (20 credit framework)	300	200			300	180	60		
Degree (30 credit framework)	300	200			300	180	60		
Honours degree (20 credit framework)	360	240			360	220	100		
Honours degree (30 credit framework)	360	240			360	210	90		
Honours degree for Overseas Provision with 4 Years Study Cycle (3 years at Stage 2)	480	360			480	280	140		
Honours degree for Cyprus Campus Provision with 4 Years Study Cycle	480	240			480	220	100		

				<i>minimum at:</i>					
Award title	Minimum module requirement	Stage 2	Stage 3	Level 3 or above	Level 4 or above	Level 5 or above	Level 6 or above	Level 7 or above	Level 8
Top-up Degree (Honours)	120	120				120	100		
Graduate Certificate	60					60	40		
Graduate Diploma	120					120	100		
Integrated Masters	480	120	240		480	360	220	120	
Bachelor of Dental Surgery (from September 26 entry only)	600	120	240		600	360	240	120	
Bachelor of Dental Surgery (teach- out)	720*****	120	240		720	580	280	120	
Bachelor of Medicine and Bachelor of Surgery (MBBS)	600	120	240		600	480	360	240***** *	
Bachelor of Veterinary Sciences and Medicine (BVMS)	600	120	240		600	480	360	120	

				<i>minimum at:</i>					
Award title	<i>Minimum module requirement</i>	<i>Stage 2</i>	<i>Stage 3</i>	<i>Level 3 or above</i>	<i>Level 4 or above</i>	<i>Level 5 or above</i>	<i>Level 6 or above</i>	<i>Level 7 or above</i>	<i>Level 8</i>
Master of Optometry (MOptom)	360	120	240				360	240	
Postgraduate Certificate	60						60	40	
Postgraduate Certificate (30 credit framework)	60						60	60	
Postgraduate Diploma	120						120	100	
Postgraduate Diploma (30 credit framework)	120						120	120	
(Taught) Masters Degree (20 credit framework)	180						180	160***	
(Taught) Masters Degree (30 credit framework)	180						180	180	
Master of Architecture	240							240	

				<i>minimum at:</i>					
Award title	<i>Minimum module requirement</i>	<i>Stage 2</i>	<i>Stage 3</i>	<i>Level 3 or above</i>	<i>Level 4 or above</i>	<i>Level 5 or above</i>	<i>Level 6 or above</i>	<i>Level 7 or above</i>	<i>Level 8</i>
Master of Clinical Dentistry	240							240***	
Master of Clinical Medicine	240							240***	
Master of Research (20 credit framework)	180						180	160****	
Master of Research (30 credit framework)	180							180	
Professional Masters (20 credit framework)	180						180	160***	
Professional Masters (30 credit framework)	180							180	
Professional Doctorate	540							540	360

*	<i>The credit requirement for students on these awards may exceed the minimum stated.</i>
**	<i>This award is only offered overseas.</i>
***	<i>To include a dissertation or equivalent that is a compulsory element of independent learning with a credit value between 20 and 60 credits at Level 7 or for the MProf: a credit value of 60 credits</i>
****	<i>Master of Research to include a dissertation or equivalent that is a compulsory element of independent learning with a minimum credit value of 120 credits at Level 7.</i>
*****	<i>Including 120 credits of clinical practice, which will be graded S/U, and which will not contribute to the APM calculation.</i>

C12.1 Credit gained at Stage 0 does not contribute to the credit requirement for an award.

C12.2 A sandwich placement element is not credit-rated and does not contribute to the credit requirement for an award.

C12.4 Programme Structure for Professional Doctorates

Stage 1		Taught components to be a minimum of 120 credits at level 7 or above to a maximum of 220 credits at Level 7 or above, with a minimum of 80 credits at level 8
Stage 2		Research components to be within a minimum of 280 credits at level 8 to include a thesis of at least 200 credits at level 8 to a maximum of 420 credits at level 8
Predicated on a notional 540 credits for a 3-year doctorate programme Full time 3 years or 6 years part time equivalent for the doctorate.		

C12.5 Programme Structure for the Professional Awards of Doctor of Medicine (MD)

Stage 1	Year 1 or part time Equivalent	180 credits, of which at least 160 must be at level 7 or above and 20 at Level 6 or above
Stage 2	Year 2 or part Time equivalent	180 credits at Level 8 (approved research project)

D: Approval and Review of Courses

D1: Course closure

D1.1 Sometimes, circumstances beyond the control of the University may mean that it has to close a course. In these circumstances, the University will take all reasonable steps to minimise the resultant disruption to affected students, by, for example, by teaching out (normal course of action), offering affected students the chance to move to another course or institution, or by delivering a modified version of the same course. The University will ensure that adequate standards are maintained for any students remaining on the course.

D2: Course Approval, Credit Recognition and Periodic Review of courses offered in collaboration with other institutions or other organisations

D2.1: Forms of relationship

D2.1.1 The University may form a relationship with other bodies in the UK or overseas to offer courses. Such courses may lead to the awards of the related bodies as well as to awards of the University.

D2.1.2 Whatever form the relationship takes, the University will satisfy itself, through its Course Approval and Periodic Review procedures, that a course or learning programme complies with the Academic Regulations and that the related establishment provides a suitable learning environment for students on courses leading to awards of the University.

D2.2: Formal Agreement

D2.2.1 All collaborative courses, including franchised courses, validated courses, credit recognition and articulation, will be covered by an agreed formal statement of the arrangements (normally in the form of an Institutional Agreement and Memorandum of Co-operation).

E1: Principles

- E1.1 The selection of students for admission is based on the ability to benefit as demonstrated through prior educational achievement, motivation and commitment.
- E1.2 Responsibility for the selection of students lies with Admissions Tutors, nominated by Deans of School, operating within the general entry requirements for the award specified by the University and any specific course- based requirements.
- E1.3 The University will not admit applicants unless there is a reasonable expectation that the applicant can fulfil the learning outcomes of the course and reach the required standard for the award.
- E1.4 The admission of students with disabilities and/or learning difficulties is based on the academic judgement that the student can, with reasonable adjustments by the University, be reasonably expected to fulfil the learning outcomes of the course to achieve the award.
- E1.5 The admission of individual applicants is at the discretion of the University having regard to the safety and welfare of the University community and the general principles above.

E1.6 Misrepresentation in the application process

- E1.6.1 Offers to applicants whom the University believes have willfully or negligently misrepresented information in their application may be withdrawn and the applicant's contract with, and membership of, the University may be terminated. In the case of UCAS applicants, the Head of Admissions will inform UCAS of the findings. The applicant will be entitled to bring a complaint as detailed in the Admissions Policy and Applicant Complaints Procedure where they believe the decision is unreasonable.

E1.6.2 Where the University believes that a student has willfully or negligently misrepresented information in their application, a nominee of the Vice-Chancellor may terminate the University's contract with the student and membership of the University will cease. The student will be given an opportunity to make representations to a nominee of the Vice-Chancellor before such a decision is taken.

E2: General Entry Requirements

E2.1 The University's general minimum entry requirement is specified in terms of the standard current qualification operating in England and Wales (see B3.10.1). Equivalent learning from other study or experience will also meet this requirement.

E2.2 In addition to the general entry requirement, individual courses may specify particular subjects of study, areas of learning or experience or levels of performance in relation to admission. Course specific requirements are determined by the Dean of School and approved at Course Approval.

E2.3 All students must have sufficient competency in English language to study successfully for the proposed award. Competency may be demonstrated by qualification, recognition of prior learning or separate University test.

E2.4 General Entry requirement for admission to undergraduate courses

E2.4.1 The minimum level of attainment required for entry to the start of standard courses leading to awards at first degree level is expressed in terms of UCAS Tariff Points. Qualifications and/or experience at an equivalent level are welcomed and will be equally considered. See B3.10.1.

E2.4.3 Students applying for undergraduate courses must have a minimum proficiency in English equivalent to IELTS 6* or higher as determined

by course specific requirements before being offered a place.

*Note: where the medium of instruction and assessment of a student's previous study was English then they may be deemed to have demonstrated English competency at the levels specified above without a separate test. The University reserves the right, however, to request evidence of proficiency through testing.

E2.5 Minimum entry requirement for admission to taught postgraduate courses

E2.5.1 For details of the minimum requirements, see B3.10.1. Equivalent learning from other study or experience will also serve to meet this requirement.

E2.5.2 Students applying for postgraduate programmes must have a minimum level of proficiency equal to a minimum of IELTS (or SELT equivalent) of 6.0 or higher as determined by course specific requirements.

E3: The admission of students with criminal convictions

E3.1 For some courses (especially those involving contact with children or vulnerable adults) applicants must declare any criminal conviction (spent and/or unspent) and a check through the Disclosure and Barring Service (DBS) may be additionally required for admission. In such cases the Dean of School is responsible for ensuring that procedures are in place for the consideration of convictions in line with University and/or professional body requirements and for notifying applicants of the outcome.

E4: Admission with credit (including Recognition of Prior Learning)

E4.1 The University operates procedures to formally recognise prior learning gained elsewhere both for admission to a course and, where appropriate, for admission with credit (the award of credit which can be

counted towards the requirements for an identified University award).

E4.2 Credit for non-University learning towards the requirements for a University award may be gained through articulation agreements, tariff arrangements or the Recognition of Prior Learning (RPL). A student can make an application to apply credit from prior learning to a University course through the Admissions Office when applying for that course.

E4.3 Articulation agreements are a form of transfer agreement whereby a specific course delivered in a specific institution elsewhere has been mapped against and is recognised as giving advanced standing onto a named University course.

E4.4 Tariff arrangements are a form of credit recognition where the prior learning is such that it is frequently presented for recognition by a number of applicants to a specific course. This is approved and recorded within a programme specification and avoids the need for individual students to apply for recognition of prior learning.

E4.5 RPL is the identification and formal acknowledgement of an individual student's prior learning in order to gain credit towards a specified University award. It may be certificated (from another institution/awarding body) or experiential (drawn from life/work experience).

E4.5.1 The types of credit awarded for RPL are:

- i. **Specific Module Credit:** where credit is awarded for prior learning which matches the learning outcomes of identified university validated modules.
- ii. **Elective Credit:** where the Programme Specification identifies free choice elective module(s), and it is established that the prior learning can be mapped to the required volume and academic level.
- iii. **Course or Subject Credit:** where credit is awarded for prior learning

which lies within a particular course or subject discipline and permits the achievement of the relevant course learning outcomes but does not necessarily match the content of any specific modules as set out in the Programme Specification.

E4.5.2 RPL is determined in relation to a specific course. Where a student changes course, the Course Leader must review the appropriateness of the original RPL claim to the new course. This may result in the need for a new application by the student.

E4.6 Qualifications which are at the level of the University's general requirements for admission to a course cannot be used to claim admission with credit, with the exception of students who meet the specific requirements for exemptions under Evaluation Committee for Private Universities (ECPU) regulations that apply to courses offered at UCY CYPRUS.

E4.7 The smallest amount of learning which can contribute to any award is a module, irrespective of the credit value.

E4.8 Undergraduate study which has already contributed to credit for an undergraduate award may not be counted towards postgraduate awards.

E4.9 With the exception noted in 4.11 below, the maximum credit for prior learning towards both undergraduate and postgraduate awards is two thirds of the total credit requirement for the award. In the case of a 480-credit undergraduate award (e.g. integrated masters) the maximum credit for prior learning is 360 credits.

E4.10 Applicants wishing to use a previously awarded higher level or equivalent level qualification towards either undergraduate or postgraduate awards may not be credited with more than one third of the total module requirement for that award. This regulation applies equally to University of Lancashire transfer credit and to credit

accumulated outside the University.

E4.11 The BDS (International Conversion) is exempt from regulation E4.11.

E4.12 Credit for prior learning is not available in relation to entry to the final year of Honours degrees, including Top- up degrees. Exceptions up to a maximum of 20/30 credits will only be considered in the case of recognised awards within a national/regional framework, for example meeting requirements set by the Nursing and Midwifery Council and may not apply to the dissertation/honours project module.

E4.13 Prior learning from outside the University will not be graded.

E4.14 Students who leave the University with an exit award and subsequently seek re-admission to the University will be considered under the RPL rules as detailed in these regulations and the RPL policy. All Prior learning will not be graded.

F: Students Registration for Awards

F1: Registration

- F1.1 All students are required to register for a valid award of the University or otherwise register as one of the following:
1. an Exchange student
 2. a student undertaking bridging modules
 3. a student undertaking module on a defined learning framework (e.g. Nursing)
 4. an Associate student.
- F1.2 It is a student's responsibility through the enrolment process to register for the course and award to which they have been admitted and for a valid programme of modules according to the administrative procedures and deadlines which pertain at the time.
- F1.3 Students will normally only register for up to one full-time award (or equivalent). Exceptionally, students may register for more than the equivalent of one full-time award, however the total credits being undertaken during the academic year would not exceed 180 credits (with the exception of a student intercalating see F2 below)
- F1.4 A student may not register for more modules than is required to achieve the target award.
- F1.5 An individual module cannot be simultaneously registered by a student for two or more awards.

F2: Intercalation

- F2.1 Intercalation is defined as the circumstance in which a student takes up the opportunity to pause their study on a registered programme to study for a degree in a different programme of study. The student resumes, as normal, on their registered programme following the intercalation.
- F2.2 Only students registered on the following programmes are eligible to intercalate: MBBS, BDS, BVMS.

- F2.4 Intercalation can only be undertaken following completion of level 6 of the MBBS, BDS or BVMS programme with students registering on a post-graduate taught award.
- F2.6 The award of the intercalated taught postgraduate degree programme where the award will be conferred at the same time as completion of the registered programme.

G: Assessment

G1: Purposes and Design of Summative Assessment

- G1.1 The overall purpose of summative assessment is for each student to fulfil the intended learning outcomes and achieve the standard required for the award they seek.
- G1.2 Assessment methods should be inclusive and non-discriminatory.

G2: Module Assessment and Feedback Regulations

- G2.1 All modules will be assessed. Students are expected to attempt all required assessments for each module for which they are registered, and to do so at the times scheduled unless special arrangements for students with a disability, or mitigating circumstances allowing deferral or an authorised extension have been granted.
- G2.2 Each module will specify an assessment strategy by which students can achieve the intended learning outcomes for that module.
- G2.3 The maximum number of summative assessment elements in each 20/30-credit module is not more than 2. All modules should be passed on aggregate. This can be increased for larger credit modules with any increase not exceeding the pro-rata levels.
- G2.4 For all summative assessments (excluding exam assessments), students will be provided with individual feedback within 15 working days of the

scheduled submission date.

G2.5 Students are required to submit individually their assignments on Turnitin.

G2.6 Pass thresholds are as follows:

1. Undergraduate levels (3, 4, 5, 6) = 40%
2. Post-graduate levels (7, 8) = 50%

G2.7 Modules which are assessed on a pass/fail basis will use the following thresholds:

1. **Pass** – where the assessed work achieves the pass threshold (code P).
2. **Borderline Fail** – where the assessed work does not achieve the pass threshold but if a numerical mark was given, would be eligible for compensation. (Code BF)
3. **Fail** – where the assessed work does not achieve the pass threshold and/or is below the compensation threshold where it would be appropriate to for the assessment board to consider compensation. (code Fail)

G3: Late Submissions

G3.1 The University requires students to adhere to submission deadlines for any form of assessment. Students should ensure they are aware of all required assessment submission deadlines. A penalty will be applied in relation to unauthorised late submission of work.

G3.2 Students who submit work within 7 calendar days after the published submission date without an authorised extension granted through the Mitigating Circumstances process may be awarded grades up to and including the minimum pass mark (see H2.2) for that element of assessment (including work graded pass/fail, where the minimum grade would be 'pass'). All work submitted later than 7 calendar days after the published submission date without an authorised extension granted through the Mitigating Circumstances process will be awarded a mark of 0% for that element of assessment (work graded pass/fail

would receive a 'fail').

- G3.3 Assessment submitted outside of the late submission window (7 calendar days) after the published deadline without an authorised extension granted through the Mitigating Circumstances process will be awarded a mark of zero. If a student submits this work between 8 to 15 working days after the assessment deadline, the school can mark this work and where it achieves the pass threshold, will be considered as the re-assessment submission and capped at the minimum pass mark. In this instance, students will not be required to undertake re-assessment.
- G3.4 Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

G4: Examination Arrangements

- G4.1 An examination is defined as a formal, timed assessment of any duration which is subject to continuous invigilation.
- G4.2 The University operates Examination Procedures in relation to the behaviour of examination students. Students must obey the instructions of the invigilator in any examination.

G4.3 Entering the examination venue

- a) Candidates should arrive at an examination room no later than 15 minutes before the start of an examination and wait quietly outside until admitted by an invigilator. Do not communicate with other candidates after entering the examination room.
- b) Candidates must leave all personal belongings including electronic devices (e.g. phones) in the area defined by the invigilator. Note: in the following circumstances a phone may be
 - For computer-based assessments, when a mobile phone is required for Authentication purposes
 - Where a mobile phone is being used as a medical device as a result of a medical condition. This should be detailed in the students Learner Support Plan.
- c) Candidates may only take to your desk the equipment required to

- complete the examination which must be clearly visible to the invigilators. If you wish to use a pencil case or small bag, it must be made of clear plastic.
- d) Candidates may take one drink to your desk which must be contained within a clear bottle.
 - e) No-one will be allowed to enter the examination room after the first 30 minutes of the examination.

G4.4 Before the examination commences

- a) Candidates must place their University Card on the corner of your desk with the photograph side upwards to assist the invigilators in checking your identity. You may provide an alternative form of evidence as proof of identity including a valid passport or driving licence. If you fail to bring any proof of identity with you to an examination
you will be asked to remain behind at the end of the examination until your identity can be verified.
- b) Candidates should check that the correct examination paper is in front of you and complete all the details on the front of the answer book and the attendance slip when asked to do so by the invigilator.

G4.5 During the examination

- a) Candidates should start each answer at the top of a page unless told otherwise in the examination paper. Question numbers must be written in the left-hand margin and the rest of the left and right margins left blank. If additional answer books are needed please raise your hand. You should number any additional books used, and clearly label them with your student number.
- b) If you have a question regarding the accuracy of the examination paper, please raise your hand.
- c) If you wish to visit the toilet, please raise your hand and you will be accompanied by an invigilator.
- d) Candidates may not leave the examination room during the first 30 minutes or last 30 minutes of the examination unless the reason relates to visiting the toilet, illness or emergency.

G4.6 Conduct

- a) Candidates must not speak to or communicate in any way with anyone other than invigilators during the examination.
- b) Candidates must not behave in any manner which may disturb other candidates.
- c) Candidates must behave in a reasonable manner at all times or you may be expelled from the examination room and not allowed to return. Further disciplinary action may also be taken.
- d) If you are suspected of using unfair means in an examination, you will be cautioned and the matter will be investigated in accordance with the Academic Regulations.

G4.7 At the end of the examination

- a) If you finish the examination early (before the last 30 minutes), please raise your hand and wait for your examination script to be collected before leaving the room quietly. See also G4.5d above.
- b) You must remain seated and silent until all the answer books have been collected and you are told by an invigilator that you can leave the room.

G5: Students with Disabilities and/or Learning Difficulties

G5.1 Reasonable adjustments to assessment processes for students with disabilities and/or learning difficulties will be made providing the requirement has been established by an assessment of need undertaken by Inclusive Support.

G6: Assessment Practice

G6.1 The assurance and maintenance of academic standards is a key pillar of the University's academic delivery. Verification and Moderation of Assessment is a key tool the University deploys to underpin this and support its quality assurance and standards of its provision. The University requires verification (internal at all levels and external at level 5 or above, unless following a risk-based approach an external is appointed for level 3 or 4), moderation (internal and external) and

standardisation of assessment for all modules.

- G6.2 Comments made by the first marker on the student's work or performance must be available to the moderator for all assessments other than projects/dissertations.
- G6.3 The University requires all summative assessments to be anonymised where possible. Modules delivered at Level 4 (and, where applicable, Level 3) are not subject to this requirement.
- G6.4 All postgraduate and final year undergraduate projects/dissertations must be clean double marked except where this is precluded because of the method of presentation for students with a disability or learning difficulty.
- G6.5 Oral presentations or examinations which contribute more than 25% of the overall module mark require at least two members of academic staff to witness the presentation and to agree the mark awarded.
Note: where the presentation is recorded and available for moderation purposes, there is no requirement to have at least two members of academic staff present to witness the presentation and agree the mark awarded.
- G6.6 The University may add 'mandatory training' to programmes to meet internal and external requirements. This can be added to modules or to the programme. If added to a module, this would be in addition to the maximum number of assessment cap. Whilst it is a requirement for students to engage in them, there is normally no cap on the number of attempts students may have at passing the training. At the Assessment Boards discretion, failure of this element of a module's assessment strategy may not preclude a student from progressing on their programme of study.

G7: Academic Integrity and Academic Misconduct

- G7.1 Academic integrity is defined as upholding honest and truthful standards of academic behaviour and is a fundamental principle within the University, strongly linked to good academic practice. The Academic Integrity Policy sets out the University's approach to maintaining the academic integrity of students' work. This is underpinned by the University Procedure for Academic Misconduct which sets out the steps the University will take in suspected cases of academic misconduct.
- G7.2 Academic misconduct applies to all assessment and includes all forms of cheating, plagiarism, collusion and re-presentation as defined in the Academic Integrity Policy and Procedure for Academic Misconduct.
- G7.3 All instances or allegations of the use of academic misconduct within summative assessment will be investigated in line with the procedure set out in the Academic Integrity Policy and Procedure for Academic Misconduct. If the allegation is found to be proven the Academic Integrity Lead or Academic Misconduct Committee acting on behalf of the Assessment Board will implement the appropriate academic penalty in the module and report it to the Assessment Board. Categories of academic misconduct and related penalties are specified in the Academic Integrity Policy.
- G7.4 An Assessment Board will not come to a decision on a student's result where an instance or allegation of the use of academic misconduct has not been resolved.
- G7.5 Where evidence of academic misconduct becomes available subsequent to the recommendation of the Assessment Board, the matter will be re-opened at a subsequent meeting of the Board and the original recommendation may be set aside if appropriate.

G7.6 Any appeal against the decision of the Academic Integrity Lead or Academic Misconduct Committee will be heard under Stage 1 of the Procedure for Appeals against Assessment Board decisions, as set out in the Academic Appeals Policy. An appeal will only be valid if it is based on the following grounds:

- **G1** - that insufficient weight has been given to extenuating circumstances at or around the time of submission.
- **G2** - that the student's academic performance has been adversely affected by extenuating circumstances which the student has for good reason been unable to make known at the time
- **G3** - that there has been a material administrative error at a stage of the process, or that some other material irregularities have occurred
- **G4** - that the assessment procedure and/or examination(s) have not been conducted in accordance with the approved regulations.

Where a decision on a category 4 academic misconduct case has been made by an Academic Misconduct Committee, any appeal will be referred to be considered by an Appeal Panel at the second stage of this process.

G8 Composition and Responsibilities of Assessment Boards

G8.1 Examiners/assessors are required to declare any close personal or business relationship with a student which could reasonably question the impartiality of the examining/assessment process. The Chair of the Assessment Board will determine the most appropriate action in such cases.

G8.2.1 It is the responsibility of the School to determine the mark/grade achieved by each student in individual modules through Module Assessment Boards or equivalent process which is deemed comparable with a formal module assessment board.

G8.2.2 Marks/grades determined by Module Assessment Boards shall not be subject to revision by other Boards. Revisions would require a further decision of a Module Assessment Boards and would only be allowed where a previous decision did comply with the Academic Regulations.

G8.3: Course Assessment Boards

- G8.3.1 Course Assessment Boards operate under delegated authority from Academic Board for the assessment of students in accordance with the Assessment Regulations and the authority to make a decision of the conferment of an award upon a student who, in the judgement of the Assessment Board, has fulfilled the objectives of the approved programme of study and achieved the standard required for the award.
- G8.3.2 Each School will operate a Course Assessment board which covers each Course for which the School is responsible. Membership will normally comprise the Chair, and relevant Course Leader(s). Attendance of External examiner is ONLY required where final awards are being made and may attend remotely.
- G8.3.3 The Chair of the Course Assessment Board must have undertaken the required training and be on the University's 'List of Approved Chairs'.
- G8.3.4 The quorum for the Course Assessment Board (with the exception of those instances at L3/4 indicated in G8.3.4) shall be the attendance of Chair, Course Leaders as appropriate for each course under consideration within the school and where final awards are being made only and the External Examiner(s). In exceptional circumstances, the Dean of School may nominate an appropriate deputy for a Course Leader who is unavoidably absent.
- Normally the School Chief External Examiner will attend. Where the School Chief External Examiner is not available, the most appropriate Subject External Examiner should attend.
- G8.3.5 Course Assessment Boards should normally only consider student profiles where academic consideration is necessary. Progression Boards for Level 3 and 4 should normally be administered and convened via a Chairs Action meeting comprising the Chair of the relevant board and relevant administrative staff, discussing only those students without an automatic progression recommendation.
- G8.3.6 If in exceptional circumstances no External Examiner(s) is able to be present (either in person or remotely) when final awards are being made, the External Examiner(s) will be required to confirm the recommendations of the Course Assessment Board and communicate their views by written correspondence to the Chair of the Course Assessment Board.

G8.3.7 It is the responsibility of the Course Assessment Boards to determine, based on the overall student profile any applicable compensation and reassessments and to determine results for each student in relation to their progression or award.

G8.3.8 Results determined by Course Assessment Boards shall not be subject to revision by other Boards. Revisions would require a further decision of a Course Assessment Boards and would only be allowed where a previous decision did comply with the Academic Regulations.

G8.3.9 All Assessment Boards (Module and Course) will be operated by the University.

G9: Mitigating circumstances

G9.1 The University operates standard procedures for the submission of mitigating circumstances as detailed in the Policy and Procedure for Mitigating Circumstances for taught programmes.

G9.2 In determining assessment recommendations, Course Assessment Boards will take into account approved claims from students for mitigating circumstances which have been formally approved and in the Student Records system.

G9.3 Course Assessment Boards are not permitted to alter individual assessment marks to take account of mitigating circumstances.

G9.4 Where performance or incomplete assessment in a module is due to mitigating circumstances the Course Assessment Board will make a decision as to whether the student should be assessed at the next opportunity as if for the first time (or first reassessment if the poor performance relates to a second sit), or may agree a module mark if sufficient evidence is available for the determination of such a mark.

G9.5 Mitigating circumstances will be taken into consideration by a Course Assessment Board as appropriate in the determination of the application of compensation provisions, opportunity for re-assessment and in overall progression/award classification decisions. A Course Assessment Board, using its academic judgement, may take account of mitigating circumstances where the student's overall performance is borderline, provided that there is good reason to believe that the student's performance has been compromised by mitigating circumstances to an extent which has not been fully reflected in adjustments made to

assessment at the module level (such as deadline extensions and variations in assessment method).

- G9.6 Where poor performance or non-completion arising from mitigating circumstances is associated with a placement module the Course Assessment Board may, at its discretion and taking account of the extent to which, the learning outcomes of the module have been met, either (i) deem the placement completed satisfactorily, (ii) specify arrangements for completion or (iii) require a repeat of the placement.
- G9.7 In exceptional circumstances, where the performance of a group of students has been adversely affected by external factors outside the University's control, reference should be made to the policy on Extraordinary Circumstances Governing the Assessment Process (Section K).

G10: Compensation

- G10.1 Compensation describes the process by which a student who fails to satisfy some element of assessment is nevertheless recommended for progression/award on the grounds that the failure is marginal or is offset by good performance in other components of their study programme.
- G10.2 A Course Assessment Board will compensate failure in a module where, in its considered academic judgement, the compensation is fair and reasonable in relation to the learning outcomes of the course and the standard of the student's performance as a whole.
- G10.3 Compensation must not be applied where the module mark falls below the threshold mark of:
1. 30% for undergraduate modules (Levels 3, 4, 5 and 6) or
 2. 40% for modules at Level 7 or above and modules utilised solely on the undergraduate professional programmes in Medicine and Dentistry (BDS, MBBS).
 3. A higher threshold may be set where there are sound academic reasons such as professional body requirements.
 4. Compensation may also be applied for modules assessed pass/borderline/fail where borderline is achieved.

G10.3.1 The number of credits which can be compensated within an award is limited according to the maxima shown in the following table. Course regulations may specify less than the maximum where this is appropriate or where professional body requirements so dictate.

Type of Award		Compensation: Maximum credits (20 credit structures)				
		Level 3	Level 4	Level 5	Level 6	Level 7
1	Foundation Year Certificate	40				
2	Certificate of Achievement	Not applicable				
3	Certificate		0			
4	Advanced Certificate		0			
6	Higher National Certificate and Higher Certificate		40			
7	Higher National Diploma		40	20		
8	Cert HE		40			
9	Dip HE		40	40		
10	Foundation Degree		40	40		
11	Degree and Advanced Diploma		40	40	20	
12	Honours Degree		40	40	20	
13	Top-Up Degree (Hons)				20	
14	Integrated Masters		40	40	20	20
15	Graduate/Postgraduate Diploma					20
16	Graduate/Postgraduate Certificate					Not applicable
17	Taught /Professional Masters Degree					20 credit taught module
18	Research Masters degree					20 credit module
19	Professional Awards in the fields of Medicine					20 credit taught module Stage 1

Type of Award		Compensation: Maximum credits (20 credit structures)				
20	Professional Doctorate					20 credit module at Stage 1

Type of Award		Compensation: Maximum credits (30 credit structures)				
		Level 3	Level 4	Level 5	Level 6	Level 7
1	Foundation Year Certificate	30				
2	Certificate of Achievement	Not applicable				
3	Certificate		0			
4	Advanced Certificate		0			
6	Higher National Certificate and Higher Certificate		30			
7	Higher National Diploma		30	30		
8	Cert HE		30			
9	Dip HE		30	30		
10	Foundation Degree		30	30		
11	Degree and Advanced Diploma		30	30	30	
12	Honours Degree		30	30	30	
13	Top-Up Degree (Hons) and		30	30	30	
14	Integrated Masters		30	30	30	30
15	Graduate/Postgraduate Diploma					30
16	Graduate/Postgraduate Certificate					Not applicable
17	Taught /Professional Masters Degree					30 credit taught module
18	Research Masters degree					30 credit module
19	Professional Awards in the fields of Medicine					30 credit taught module Stage 1
20	Professional Doctorate					30 credit module at Stage 1

G10.4 Where a Course Assessment Board applies compensation to a module the original mark or grade shall not be altered, and that original mark will be used in any award classification.

G10.5 Performance in core modules cannot be compensated.

G10.6 Compensation should only be considered and applied once students have undertaken all assessment and re-assessment opportunities to try and achieve a pass mark in each module.

G10.7 Compensation cannot be applied to modules which have been failed as a result of Academic Misconduct.

G10.8 Compensation will apply to exit awards, with the number of credits being consistent with the relevant level of study.

G10.9 Compensation does not apply to Appendix 6: Apprenticeship awards table.

G11: Module Reassessment

G11.1 The decision to offer reassessment normally lies with the Course Assessment Board taking account of the recommendations from Module Boards and the student's overall profile. However, in-module reassessment is permitted and recommended where appropriate.

G11.2 The University approach to assessment and re-assessment is as follows:

- a) **Rework** means reworking the original submitted assessment. changes made to the assessment need to be clear.
- b) **Same** assessment means students can complete and submit the same assessment as originally set. They are not required to complete a new assessment.
- c) **New** assessment means students will be required to complete a new assessment. Re-work is not appropriate.

This will apply for all assessments/re-assessment. The only exceptions to this will be where for Accreditation body (PSRB) reasons this is not allowed.

Where the original assessment type cannot be replicated, the Course Assessment Board may permit a variation in the deferred assessment pattern provided that this is appropriate to demonstrate the achievement of the required learning outcomes.

Assessment Type	Re-assessment	Mitigating circumstances	Re-assessment as a result of Academic Misconduct
Written work (inc report, coursework)	Re-work	Same assessment	New
Written work - Exam	New	New	New
Practical work – lab	Re-work	Same assessment	New
Performance (Dance, drama, music, production)	Re-work	Same assessment	New
Oral (Presentation, Vivas, Moots)	Re-work	Same assessment	New
Physical Artifact	Re-work	Same assessment	New
Digital Media	Re-work	Same assessment	New
Observation (clinical, sport practicals, OSCE)	New	New	New
Continuous Assessment (inc. placements)	Re-work	Same assessment	New

G11.3 Where a student has failed a component and is required to be reassessed in that component, the maximum mark which may be awarded for any reassessed component will be the minimum pass mark (i.e. 40 for Level 3, 4, 5 and 6 modules and 50 for Level 7 modules and all modules with registerable qualifications). This mark will contribute to the overall aggregate mark for the module.

G11.4 Students must attempt re-assessment for any or all failed assessment components.

G11.5 All components will be marked using the full mark range. This is to determine whether or not the student has passed the module and met the learning outcomes. The capping will then be applied.

G11.6 A module, or a component within it, may be reassessed only once.

G11.7 In-module reassessment is permitted and if marked numerically is subject to the requirements of G11.2 and G11.4 (i.e. that the assessment is capped, and a further attempt is treated as the reassessment opportunity). In-module skills tests which are graded pass/fail are not subject to G11.3 and G11.5.

G11.8 If upon reassessment the original mark and the reassessed mark are both under the minimum pass mark, the higher of the two marks will be used in any subsequent averaging calculation.

G12: Module Attempts

G12.1 The definition of 'attempt' is a student's first 'sit' and any 'resit' (of any component of assessment) within a module. A retake of the same or an alternative module in a subsequent year or trimester is considered to be a separate second attempt. The following are not considered to be 'separate attempts':

1. where a student is reassessed for a module;
2. re-enrolment for the module in a subsequent trimester where a module grade is 'deferred'.
3. Where, because of mitigating circumstances, a student is permitted to repeat a year, all module results from the original year will be invalidated and such modules will not count towards the total number of attempts.

G12.2 Except in the case of Certificate and Advanced Certificate Awards, or where Pearson regulations apply, there shall be a limit to the number of module attempts permitted within each award.

G12.3 The number of credits which may be attempted either capped or uncapped within certain awards is stipulated as follows:

<u>Award</u>	<u>Minimum Credit Requirement</u>	<u>Permitted additional repeat credits (uncapped)</u>	<u>Permitted additional repeat credits (capped)</u>
Certificate	20	Not Applicable	Not Applicable

<u>Award</u>	<u>Minimum Credit Requirement</u>	<u>Permitted additional repeat credits (uncapped)</u>	<u>Permitted additional repeat credits (capped)</u>
Advanced Certificate	40	Not Applicable	Not Applicable
Certificate of Higher Education	120	120	120
Diploma of Higher Education	240	120	120
Foundation Certificate	120	120	120
Foundation Degree	240	120	120
Higher National Diploma	240	Not Applicable	Not Applicable
Higher National Certificate	160	Not Applicable	Not Applicable
Graduate Certificate	60	0	40
Graduate Diploma	120	0	120
Advanced Diploma	320	120 at Stage 1	120 at Stage 1*
Degree		120 at Stage 2	120 at Stage 2
Honours Degree	360	120 at Stage 1	120 at Stage 1*
		120 at Stage 2	120 at Stage 2
Honours Degree – direct entry to Year 3	120	120	120
Top-up Degree (Honours)	120	120	120
Integrated Masters	480	120 at Stage 1	120 at Stage 1*
		120 at Stage 2	120 at Stage 2
			120 at Stage 3
Postgraduate Certificate	60	0	40
Postgraduate Diploma	120	0	120

<u>Award</u>	<u>Minimum Credit Requirement</u>	<u>Permitted additional repeat credits (uncapped)</u>	<u>Permitted additional repeat credits (capped)</u>
(Taught and Professional) Masters Degree	180	0	120
Research Masters degree	180	0	60
Professional Doctorate	540	0	120

G12.4 Undergraduate students who have failed credits and are unable to proceed to the next academic year, will receive 'Repeat credits – uncapped recommendation'. This is allowable up to the following levels:

- a. 120 credits at Stage Zero/One (Level 3/4)
- b. 120 credits at Stage 2 (Level 5/6) during the duration of their studies.

G12.5 In cases where students have passed **40 credits or fewer** within a given level of study, they in exceptional circumstances exercise the option to **retake all 120 credits** from that level. Upon completion, the new grades achieved will supersede the previous results and will stand as the final recorded grades for that academic level.

G12.6 All assessments will be marked on the full mark range i.e. not capped at minimum pass mark.

G12.7 This does not apply at Level 7 or 8.

G12.8 This uncapped repeat credits is only available once per module and must not exceed the limits detailed in G12.3.

G12.9 Any repeat credits exceeding the limits detailed in the permitted additional repeat credits table (G12.3) will be capped at the minimum pass mark.

G12.10 In order to retake a failed module or to attempt an equivalent module to a failed module, a Course Assessment Board may allow a full-time student to register for 20 or 30 additional credits in the following year. This will apply to Levels 3, 4, 5, 6 and is only permitted in exceptional

circumstances and when the following circumstances apply (all of which must be met):

- a) Must have passed all other credits at pass threshold (this would be 100 for 20 credit structures and 90 for 30 credit structures)
- b) Must have an APM of 40+ (for their previous level of study – undergraduate)
- c) Must not have been compensated for any modules (credits) at that level of study.

For these credits only, any passed elements from the previous attempt can be carried over and do not need to be re-assessed.

G12.11 With the exception of modules (credits) retaken under G12.4 above, Retaken modules (credits) must be studied and completed in full. Any passed elements from the previous attempt cannot be carried over.

G12.12 With the exception of passed modules being retaken detailed in G12.5, no student is permitted to retake a module that has been passed, subject to the following exceptions:

- i. where a student, because of mitigating circumstances, is permitted to repeat a year in full, all module grades in that year will be invalidated and passed modules may be newly attempted;
- ii. where a student, because of mitigating circumstances, is permitted to retake an assessment as a result of an appeal, the student will be able to rely on the higher of the original and the reattempted mark;
- iii. where a student cannot retake modules (credits) on a part-time basis because of documented circumstances beyond their control (e.g. international bursary or registration conditions), that student may exceptionally be permitted to retake one or more modules (credits) which have been passed, in order to constitute a full-time year. However, the marks awarded for those modules (credits) at the original attempt will stand.

G12.13 Approval of additional module attempts on all programmes shall be at the discretion of the appropriate Course Assessment Board, which will not withhold such approval unless, in its academic judgement, the student lacks

any reasonable prospect of success in subsequent attempts. In the latter case, the Board will recommend failing and withdrawing the student, and any future re-admission will be at the discretion of the relevant Dean of School.

G13: Exclusion from a course during an academic session for academic reasons

G13.1 Where it becomes clear that a student will not meet the academic or other course specific progression requirements, or if the student fails to fulfil module/course attendance requirements which means that their academic progress is deemed unsatisfactory, the appropriate Course Assessment Board may determine that a student's studies be terminated.

G13.2 Students on professionally regulated courses which lead directly to or which satisfy the conditions of a professional qualification, or which confer a direct licence to practise, are also subject to the University's Fitness to Practise Procedure.

G14: Interim Progression

G14.1 Students studying on the following awards will be subject to interim progression consideration:

- a) Post-graduate taught awards of 2 year duration
- b) Accelerated (2-year) honours degrees
- c) Part-time students

G14.2 Students studying on the following awards will be subject to tracking at the end of each trimester to ensure students are 'on track' to complete.

G15: Progression

G15.1 In order to progress to the next level of study, students are required to have passed credits required and achieved an APM of 40+.

G15.2 The table below provides summary:

	L3	L4	L5	L6
L3 to L4	120			
L4 to L5		120		
L5 to L6		120	120	
L6 to L7		120	120	120

G15.3 Undergraduate Assessment Board Recommendations (20 credit structures)

Credits	APM	L3	L4	L5	Recommendations
Passed 120 credits (including compensation)	40+	ü	ü	ü	Progress to next level of study
Passed 100 credits (no modules compensated)	40+	ü	ü	ü	Progress to next level of study (in exceptional circumstances may be eligible to re-take 20 credits from previous level of study – see regulation G12.4)
Passed 80 credits, fail 40 credits	N/A	ü	ü	ü	Repeat credits failed. If pass, progress to next level of study.
Passed 60 credits, fail 60 credits	N/A	ü	ü	ü	Repeat credits failed. If pass, progress to next level of study.
Passed 40 credits, fail 80 credits	N/A	ü	ü	ü	Repeat credits failed**. If pass, progress to next level of study. Fail withdraw
Passed 20 credits, fail 100 credits	N/A	ü	ü	ü	Repeat credits failed**. If pass, progress to next level of study. Fail withdraw

** may repeat all credits.

Undergraduate Assessment Board Recommendations (30 credit structures)

Credits	APM	L3	L4	L5	Recommendations
Passed 120 credits (including compensation)	40+	ü	ü	ü	Progress to next level of study
Passed 90 credits (no modules/credits compensated)	40+	ü	ü	ü	Progress to next level of study (in exceptional circumstances may be eligible to re-take 30 credits from previous level of study – see regulation G12.4)
Passed 60 credits, fail 60 credits	N/A	ü	ü	ü	Repeat credits failed. If pass, progress to next level of study.
Passed 30 credits, fail 90 credits	N/A	ü	ü	ü	Repeat credits failed. If pass, progress to next level of study. Fail withdraw
Passed 0 credits, fail 120 credits	N/A	ü	ü	ü	Repeat credits failed. If pass, progress to next level of study. Fail withdraw

Undergraduate Assessment Board Recommendations (University of Lancashire London 30 credit structures)

Credits	Recommendations
Passed 120 credits	Progress to next level of study
Passed 90 credits, fail 30 credits	Progress to next year, trailing 30 credits
Passed 60 credits, fail 60 credits**	Retake 60 credits in next trimester If pass, progress to next level of study

Passed 30 credits, fail 90 credits	Fail repeat year Fail withdraw
Passed 0 credits, fail 120 credits	Fail repeat year Fail withdraw

** students would be subject to academic counselling on implications for the changes to the duration their studies and would re-take modules (credits) in the first trimester of the next academic year of study. If successful they would progress to the next level of study in the same academic year. Students' overall duration of study would typically extend into one further academic year to complete their final 60 credits. For this year, students would be categorized as part-time.

H: Course Awards and Results

H1: Principles

- H1.1 Awards are recommended by Course Assessment Boards acting with delegated authority from the Academic Board. Awards are conferred by the Course Assessment Board under delegated authority from Academic Board.
- H1.2 Course Assessment Boards will make recommendations for awards through the application of the academic and relevant course regulations using academic judgement to operate discretion within the limits defined in these Regulations.

H2: Marking and Grading

- H2.1 The University uses a grade band marking scale as detailed in Appendix 1. This marking scale contains a fixed number of percentage points in each class band which is assigned by a marker for a piece of assessed work.
- H2.2 For modules at Levels 3, 4, 5 and 6, the term pass refers to a mark ≥ 40 . Ungraded credit is a pass. Compensated modules are treated as passes for the purposes of determining that the module requirement has been met. For modules at Level 7 and above, the term pass refers to a mark ≥ 50 .

Modules utilised solely on the undergraduate professional programmes in Medicine, Dentistry, Veterinary Science (BDS, MBBS, BVMS), and Master of Optometry (MOptom) have a pass mark of 50.

H2.3 In addition to grading bands, the University uses a system of grades and codes to denote study performance.

Description	Grade
Distinction in placement	D
Merit in placement	M
Pass	P
Satisfactory	S
Unsatisfactory	U
Fail (where aggregate module mark is at or above the minimum pass mark but a core element is failed)	F
Decision deferred	I
Decision deferred at reassessment	IR
Not graded	NG
Associate/Exchange student: not assessed	Z
Retake Module (uncapped grade).	N
Compensated failed module	C
Fail: reassessment recommended	R
Fail: reassessment not taken up	X
Fail: retake module	K
Repeating uncapped	N
Borderline fail	BF

H3: Recommendation for Award

H3.1 Students are assessed for the registered award on completion of the appropriate module minima. To be recommended for an award a student must have:

1. achieved passes in the module requirement specified for the award;
2. passed any additional requirements specified by a Course associated with the award including core modules, defined combinations of modules and placements;

H3.2 Compensated modules are treated as passes for the purposes of determining that the module requirement has been met.

H4: Classification of Awards

H4.1 The classification of awards is based on the Average Percentage Mark (APM) - a calculation derived from the marks achieved in specified modules. Classifications are subject to other conditions as detailed below.

H4.2 The APM for the Honours Degree is a weighted average which recognises higher level study through the ratio 2:8 for Level 5: Level 6. See H4.5 below for the application of each ratio.

H4.3 The APM for all other awards is a weighted average which recognises higher level study through the ratio 1:2:3:4 for Level 4: Level 5: Level 6: Level 7.

H4.4 A minimum APM of X9.5 will be rounded up to the next classification for all awards.

H4.5 **Honours Degree**

The classification of awards for **Honours Degrees** will be based on the highest classification outcome from one of the following:

- 1 The APM based on a weighted average of the best 90/100 credits at Level 6 and the best 90/100 credits at Level 5 using the ratio 2:8 for Level 5: Level 6.
- 2 The APM based on the best 90/100 credits at Level 6.
- 3 The classification is determined by reference to the overall profile and performance with the minimum requirement that:
 - i. a minimum of 60 credits at Level 6 are in the classification band. And
 - ii. the highest APM is no lower than 2 percentage points below that required for the classification For Honours

Degrees the following scale will be used to determine the award classification:

APM

70 - 100%	First Class Honours
60 - 69%	Upper Second Class Honours
50 - 59%	Lower Second Class Honours
40 - 49%	Third Class Honours

H4.6 Degree without Honours/Advanced Diploma

The classification of awards for the **Degree without Honours/Advanced Diploma** will be based on an APM derived from a weighted average of all Level 5 and Level 6 modules.

For the **Degree without Honours/Advanced Diploma** the following classifications are available:

APM

70 - 100%	Distinction
60 - 69%	Merit
40 - 59%	Pass

H4.7 Integrated Masters Degree/Bachelor in Medicine and Bachelor of Surgery (MBBS)/Bachelor of Dental Surgery (BDS)/Bachelor of Veterinary Medicine and Surgery (BVMS)

The classification of awards will be based on the highest classification outcome from one of the following:

- 1 The APM based on a weighted average of 12 modules at Stage 3.
- 2 The APM based on a weighted average of 18 modules at Stage 2/3
- 3 The classification is determined by reference to the overall profile and performance with the

minimum requirement that:

- i. a minimum of 60 credits at Level 7 are in the classification band and
- ii. the highest APM is no lower than 2 percentage points below that required for the classification

For **Integrated Masters Degrees** the following scale will be used to determine the award classification:

APM

70 - 100%	First Class Honours
60 - 69%	Upper Second Class Honours
50 - 59%	Lower Second Class Honours
40 - 49%	Third Class Honours

For the Bachelor of Dental Surgery (BDS), Bachelor of Medicine and Bachelor of Surgery (MB BS) and Bachelor of Veterinary Medicine and Surgery (BVMS)

an APM of 70% or above may be recognised by the award of BDS with Honours or the award of MBBS with Honours.

H4.8 Taught/Professional/Research Masters Degree

The classification of awards for **Taught/Professional/Research Masters Degree and Master of Optometry (MOptom)** will be based on an APM derived from all Level 7 modules. Any Level 6 modules must be passed but will be excluded from the calculation of the APM.

For **Taught/Professional/Research Masters Degree** awards the following scale will be used to determine the classification:

APM

70 - 100%	Distinction
60 - 69%	Merit
50 - 59%	Pass

H4.9 Postgraduate Diploma/Certificate

The classification of awards for the **Postgraduate Diploma/Certificate** will be based on an APM derived from all Level 7 modules. Any Level 6 modules must be passed but will be excluded from the calculation of the APM.

For **Postgraduate Diploma/Certificate** awards the following scale will be used to determine the award classification:

APM	
70 - 100%	Distinction
60 - 69%	Merit
50 - 59%	Pass

H4.10 Other Classified Awards

The APM for other classified awards as listed below is based on a calculation derived from the marks achieved in all specified modules for the awards:

1. Foundation Year Certificate
2. Certificate
3. Advanced Certificate
4. Certificate of Higher Education
5. Diploma of Higher Education
6. Higher National Certificate
7. Higher National Diploma
8. Foundation Degree
9. Graduate Certificate
10. Graduate Diploma

The following scale will be used to determine the classification:

APM	
70 - 100%	Distinction
60 - 69%	Merit
40 - 59%	Pass

H4.11 Exceptionally where a programme specifies more than the standard module minima for an award, the additional modules are included in the counting modules for the APM.

H4.12 Sandwich placements may be endorsed as merit/distinction. See C4.

H5: Alternative Awards

H8.1 **Alternative Awards:** Course Assessment Boards may recommend an approved alternatively named award to a student who has failed the registered award, provided the minimum requirements for the alternative award have been achieved. Such awards are commonly approved for courses containing elements of professional practice.

H6: Exit Awards

H6.1 Course Assessment Boards will recommend an exit award to a student who has failed the registered award or who leaves at an interim progression point provided the minimum requirements for the exit award have been achieved.

H6.2 Exit awards will only be recommended where a student's study for their registered award has been completed or terminated.

H6.3 In calculating the APM for Exit Awards:

1. the credit requirement used in the calculation of the APM is as specified for the exit award concerned;
2. fail grades do not contribute to the APM calculation;
3. modules are included in the chronological order in which they were completed. Surplus modules are disregarded from the calculation.
4. any grades awarded as part of a final target award which has then been used as an entry qualification to either a one-year Top-up Degree or Direct Entry will not be included in the APM calculation for Honours Award.

5. Compensation will be applied in line with the regulations for the relevant level of study.

H6.4 Table of exit awards

Registered Award	Exit award/s	Minimum credit requirement for Exit Award	Level
Advanced Certificate	Certificate	20	
Diploma of Higher Education	Certificate of Higher Education	120	at Level 4 or above
	Foundation Year Certificate	120	at Level 3 or above
Foundation Degree	Certificate of Higher Education	120	at Level 4 or above
	Foundation Year Certificate	120	at Level 3 or above
HND	HNC	120	At Level 4 or above
Graduate Diploma	Graduate Certificate	60	at Level 5 or above with minimum of 40 credits at Level 6 or above.
Degree	Diploma of Higher Education	240	at Level 4 or above with minimum of 100 credits at Level 5 or above.
	Certificate of Higher Education	120	at Level 4 or above
	Foundation Year Certificate	120	at Level 3 or above
Honours Degree (360 credits)	Degree	300	At Level 4 or above with minimum of 180 credits at Level 5 or above and a

Registered Award	Exit award/s	Minimum credit requirement for Exit Award	Level
			minimum of 60 credits at Level 6
	Diploma of Higher Education	240	at Level 4 or above with minimum of 100 credits at Level 5 or above.
	Certificate of Higher Education	120	at Level 4 or above
	Foundation Year Certificate	120	at Level 3 or above
Honours Degree – direct entrant to Year 3*	Degree	100	
Top-up Degree (Honours)*	Degree	60	minimum of 60 credits at Level 6
Integrated Masters	Honours Degree	360	at Level 4 or above with a minimum of 210/220 credits at Level 5 or above and a minimum of 90/100 credits at Level 6
	Degree	320	At Level 4 or above with minimum of 180 credits at Level 5 or above and a minimum of 60 credits at Level 6
	Diploma of Higher Education	240	at Level 4 or above with minimum of 90/100 credits at Level 5 or

Registered Award	Exit award/s	Minimum credit requirement for Exit Award	Level
			above.
	Certificate of Higher Education	120	at Level 4 or above
	Foundation Year Certificate	120	at Level 3 or above
Postgraduate Diploma	Postgraduate Certificate	60	at Level 6 or above with a minimum of 30/40 credits at Level 7 or above.
(Taught) Masters Degree/Professional/Research Masters	Postgraduate Diploma	120	at Level 6 or above with a minimum of 90/100 credits at Level 7 or above
	Postgraduate Certificate	60	at Level 6 or above with a minimum of 30/40 credits at Level 7 or above.
Professional Doctorate	Masters/Professional Masters	180	at level 7 or above
	Postgraduate Diploma	120	at level 7 or above
	Postgraduate Certificate	60	at level 7 or above

* Students are required to attempt 120 credits and may only be awarded a degree following failure in one or two modules.

I: Appeals against Assessment Board Decisions

I1: Principles

I1.1 An appeal cannot be made against the academic judgement of the examiner(s), properly exercised. Appeals on this basis will be ruled invalid.

I1.2 Details of the rules and procedures for **Appeals** can be found in the **Academic Appeals Procedure**.

I2: Grounds for Appeal against Assessment Board decisions

I2.1 A request for an appeal against an Assessment Board decision (other than a decision relating to academic misconduct – see I2.2 below) shall be valid only if it is based on one or more of the following grounds:

- i. that an Assessment Board has given insufficient weight to mitigating circumstances;
- ii. that the student's academic performance has been adversely affected by mitigating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;
- iii. that there has been a material administrative error at a stage of the process, or that some material irregularities have occurred;
- iv. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above).

I2.2 Where a student is seeking to appeal a decision of the Assessment Board relating to academic misconduct, the appeal will only be valid if it is based on the following grounds:

- i. that the original hearing was not conducted fairly and/or in accordance with the published procedure;
- ii. that the original decision was unreasonable in all the circumstances;
- iii. Where a decision on a category 4 academic misconduct case has been made by an Academic Misconduct Committee, any appeal will be referred to be considered by an Appeal Panel at the second stage of this process.

The full procedure is set out in the **Academic Appeals Procedure**.

J: External Examiners

J1: Principles

J1.1 The external examining process is fundamental to ensuring that the University's standards of awards are comparable with those across the HE sector in the United Kingdom.

J1.2 Every award bearing course will have an External Examiner appointed to it.

J2: Appointment of External Examiners

J2.1 External examiners are appointed by the University (subject to any required approval from external validating bodies) using criteria and procedures agreed by the Academic Board.

J2.2 The University reserves the right to terminate appointments where the role is not fully or properly discharged.

J2.3 The standard appointment period is 5 years.

K: Extraordinary Circumstances Governing the Assessment Process

K1: Principles

- K1.1 The guiding principle of the University's response to extraordinary circumstances will be to maintain the academic standards of its programmes, the credibility of its awards and its own reputation. Subject to the maintenance of this principle, and to professional body requirements, every reasonable step will be taken to expedite the determination of awards and the progression of students.
- K1.2 Extraordinary circumstances may be caused by external factors beyond the control of the University, which interfere with normal assessment processes or procedures and create a risk that the determination of awards or the progression of students will be delayed, though the functioning of the University is not radically or lastingly affected. Episodes of industrial action, or disruptive natural events such as epidemics or flooding, are examples.

This would also include when in exceptional circumstances, the performance of a group of students has been adversely affected by external factors outside the University's control.

K2: Process

- K2.1 There will be a formal declaration by the Vice-Chancellor of the beginning, anticipated duration (where this can be estimated) and end of any episode of extraordinary circumstances.
- K2.2 The body responsible for approving special arrangements for the determination of awards and progression in the light of K1.1 above will be the Academic Board.

K2.3 The decisions open to the Academic Board are:

- (i) to delay recommendations until full information is available;
- (ii) to allow recommendations to be made on a basis of less than complete profiles of marks. These recommendations must be decisive but may be partial, e.g. the award of a qualification but with the award of merit/distinction delayed; progression to the next year/stage but with the possibility of one or more modules required to be reassessed or retaken.

K2.4 Where the operation of the approved modes of assessment within a module or course has been disrupted by extraordinary circumstances, the Academic Board may authorise the use of modes of assessment different from those set out in approved course documentation, provided that:

- (i) such alternative modes of assessment provide evidence sufficient for a judgement that specified learning outcomes have or have not been achieved; and
- (ii) such alternative modes of assessment are approved by relevant External Examiners and professional bodies, where appropriate.

K2.5 Operation of Assessment Boards

To support the effective operation of Assessment Boards, the following mitigations will typically be deployed

- (i) Appointment of a School Chief External Examiner (where this is not already in place)
- (ii) Appointment of a School Internal Examiner to provide oversight of the Assessment Boards and provide assurance of standards of the awards being granted. The criteria for the appointment of the Internal Examiner is as follows, with

all criteria to be met:

1. Eligible to chair Assessment Boards
2. Will have completed Assessment Board training
3. Be from another Academic School

- (iii) Schools to provide an Assurance report to the University Academic Quality and Standards Committee (AQSC) on how they will mitigate and assure standards in the event of resignation of any School or Course Level External Examiners.

K2.6 Assessment Board decisions relating to progression of students (non-finalists):

(i)	Component grades missing against modules – up to a maximum of 30/40 credits.	<p>Where there is a component grade available against the module, the school to use a pre-determined formula to predict the missing component grade to give an overall pass mark. Where the available component is below the minimum pass threshold, compensation will be applied.</p> <p>Students must have 80/90 credits passed to enable progression. There is no requirement for the student to submit the work on the missing component if the programme outcomes have been met and no professional body requirements prohibit this.</p>
(ii)	No component grades available – up to a maximum of 30/40 credits	<p>Where teaching has taken place and the assessment has been submitted and all avenues have been exhausted to get it marked the student is allowed to progress as long as there are 80/90 credits passed and have an APM of >40%. The 30/40 credits where there are no grades available will be left blank until the work has been marked.</p>

		<p>Once the work is marked and providing it is done in the first trimester of the next academic term if any of the components have been failed reassessment to be undertaken. If this continues beyond the students first trimester of the new term, then no reassessment will be required. Only applicable to students at Level 3 and Level 4.</p> <p>Level 5 or Level 6 students will be required to undertake all their reassessments, and flexibility will be exercised in allowing them to carry these outstanding reassessments up until the point of them completing their award.</p>
(iii)	More than 40 credits missing and up to a maximum of 60 credits.	<p>If component grades are available, then use the pre-determined formula to predict the missing component.</p> <p>If no component grades are available, then leave blank. Students will be allowed to 'Conditionally Progress'.</p> <p>Once the work is marked and providing it is done in the first trimester of the next academic term if any of the components have been failed reassessment to be undertaken. If this continues beyond the students first trimester of the new term, then no reassessment will be required for up to a maximum of 40 credits Only applicable to students at Level 3 and Level 4</p> <p>Level 5 or Level 6 students will be required to undertake all their reassessments, and flexibility will be exercised in allowing them</p>

		to carry these outstanding reassessments up until the point of them completing their award.
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K2.7 Assessment Board decisions relating to award of students (finalists)

(i) Students with less than 120 credits at Level 6 but with a minimum of 80/90 credits:

1. Award additional APM calculation – all 80/90 credits at level 6 (L6) and best 20 credits at Level 5 (L5) (ratio 2:8 L5:6). This to be only used for impacted students.
2. Once all results were known, the award would be re-calculated and if students award was higher based on standard regulations, this would be given, providing:
 - The outstanding 30/40 credits have been attempted.
 - The student has an APM of 40% or more.
 - All programme learning outcomes have been met.

In circumstances where students haven't had the opportunity to submit and there are 40 credits of work outstanding the student will receive a 'Pass Degree' until the work has been completed and marked.

(ii) Students with less than 90 credits: Defer status

Appendix 1: Gradeband Marking Bands

- The University uses a grade band marking scale. This marking scale contains a fixed number of percentage points in each class band which might be assigned by a marker for a piece of assessed work. For certain modules, such as those subject to professional body requirements or those assessed solely numerically (e.g. multiple choice tests), the nature of the assessment will mean the mark should be recorded as a mark out of 100 and these marks would fall outside of the fixed percentage point bands.
- An appropriate method of conversion to the University's grade banding scale may therefore be employed (for example - Angoff methodology, Borderline Regression, and other well-supported best-practice methods used nationally and internationally).
- The use of grade band marking is intended to encourage markers to assign grades on the basis of the band/classification of the work submitted. The use of the minimum pass mark is reserved for assessments passed at resubmission or passed for a capped mark.

** For undergraduate programmes (levels 3-6): A marginal fail would receive a mark of 35 and a marginal pass would receive 42.

** for Integrated Masters, Postgraduate programmes (level 7): A marginal fail would receive a mark of 45 and a marginal pass would receive 52.

* results can be compensated within compensation boundaries.

The grading bands used by the University are set out below:

Level 3 assessments (e.g. HNC/HND) and Level 4 and 5 Foundation Degrees

Band	Numerical equivalent
Exceptional Distinction	100
Very High Distinction	94
High Distinction	87
Mid Distinction	80
Low Distinction	74
High Merit	68
Mid Merit	65
Low Merit	62
High Pass	58
Mid+ Pass	55
Mid Pass	52
Low+ Pass	48
Low Pass	45
Low- Pass	42
(Minimum Pass/Capped Mark)	40**
Marginal Fail	35*
Mid Fail	30*
Low Fail	25
Fail	10
Non-submission/Penalty/No Academic Merit	0

Level 4, 5 and 6 assessments (e.g. Undergraduate programmes)

Band	Numerical equivalent
Exceptional 1st	100
Very High 1 st	94
High	87
Mid 1 st	80
Low 1 st	74
High 2.1	68
Mid 2.1	65
Low 2.1	62
High 2.2	58
Mid 2.2	55
Low 2.2	52
High 3 rd	48
Mid 3 rd	45
Low 3 rd	42
Marginal Fail	35
Mid Fail	30
Low Fail	25
Fail	10
Non-submission/Penalty/No Academic Merit	0

(Minimum Pass/Capped Mark)	40**
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Level 7 assessments - Integrated Masters only

Band	Numerical equivalent
Exceptional 1st	100
Very High 1 st	94
High 1st	87
Mid 1 st	80
Low 1 st	74
High 2.1	68
Mid 2.1	65
Low 2.1	62
High 2.2	58
Mid 2.2	55
Low 2.2	52
Marginal Fail	45
Mid+ Fail	42
Mid Fail	40
Fail	35
	30
	25
Fail	10
Non-submission/Penalty/No Academic Merit	0

(Minimum Pass/Capped Mark)	50**
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Level 7 assessments (e.g. Postgraduate taught programmes)

Band	Numerical equivalent
Exceptional Distinction	100
Very High Distinction	94
High Distinction	87
Mid Distinction	80
Low Distinction	74
High Merit	68
Mid Merit	65
Low Merit	62
High Pass	58
Mid Pass	55
Low Pass	52
Marginal Fail	45
Mid+ Fail	42
Mid Fail	40
Fail	35
	30
	25
Fail	10
Non-submission/Penalty/No Academic Merit	0

(Minimum Pass/Capped Mark)	50**
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Appendix 2: Academic Regulations specific to awards delivered by overseas partners

University of Lancashire Standard academic regulations apply for all university Awards, with the exception of the following:

2.1 Overseas Collaborative Provision: entry and exit requirements (see also E2.5.1).

For undergraduate overseas collaborative programmes which include a structured language programme and related study skills support, an IELTS level equivalent to 4.5 is the minimum entry requirement to level 4 of the collaborative programme. Students must achieve a minimum IELTS score of 6.0, or equivalent, before progressing to level 6 of their course and/or transferring to the University of Lancashire.

2.2 Standard Credit Requirements for Awards (see also C12)

		<i>minimum at:</i>					
Award title	Minimum module requirement	Stage 2	Stage 3	Level 3 or above	Level 4 or above	Level 5 or above	Level 6 or above
Advanced Diploma ⁴	320	200			320	180	60
Honours degree for Overseas Provision with 4 Years Study Cycle (3 years at Stage 2)	480	360			480	280	140
Honours degree for Cyprus Campus Provision with 4 Years Study Cycle	480	240			480	220	100

⁴ This award is only offered overseas.

		minimum at:					
Honours degree for AASTMT	360	240			360	240	120

2.3 Programme Structure for the award of Honours Degree for Overseas Provision with 4 years study cycle

The following structure will be adopted for all Honours degrees delivered overseas which require a four-year study cycle.

Minimum Duration	Minimum Credit Requirement	Level 4 or above	Level 5 or above	Level 6 or above	Award Title
Year 1	120	120			Cert HE
Year 2	240	240	100		Diploma of HE
Year 3	320	320	180	60	Advanced Diploma
Year 3	360	360	180	60	Degree ⁵
Year 4	480	480	280	140	Honours Degree ⁶

2.4 Compensation (see also G10.3)

Type of Award	Maximum credits				
	Level 3	Level 4	Level 5	Level 6	Level 7
Honours Degree for overseas provision with 4 years study		40	40	20	
Honours degree for AASTMT		0	0	0	n/a
Honours Degree for Cyprus Campus provision with 4 years Study cycle		Yr 1 40	20	20	
		Yr 2 40			

⁵ These awards are normally only offered in this structure on a franchise basis overseas.

⁶ These awards are normally only offered in this structure on a franchise basis overseas.

2.5 Module (Credit) Attempts (see also G12)

<u>Award</u>	<u>Minimum Credit Requirement</u>	<u>Permitted additional repeat credits (uncapped)</u>	<u>Permitted additional repeat credits (capped)</u>
Honours Degree for Cyprus Campus provision with 4 years study cycle	480	120 at Stage 1 120 at Stage 2	120 at Year 1* 120 at Year 2 120 at Years 3 and 4
Honours Degree for ICEM Oman provision with 480 credit programme structure	480	120 at Stage 1 120 at Stage 2	120 at Stage 1 and 360 at Stage 2

2.6 Table of Exit Awards (see also H6.4)

Registered Award	Exit award/s	Minimum credit requirement for Exit Award	Level
Honours Degree (480 credits) for Cyprus Campus	Diploma of Higher Education	360	240 at Level 4 or above with minimum of 100 credits at Level 5 or above.
	Certificate of Higher Education	240	at Level 4 or above
	Certificate of Achievement	120	at Level 4 or above

2.7 Dual Awards

- 2.7.1 Dual awards are an arrangement where a single programme of study leads to two awards of the same level, one awarded by the university, the other by a partner institution represented by separate certificates and transcripts, each

referring to the other, and both awarded at the end of the full period of study concerned.

2.7.2 For both Dual awards, students who successfully achieve each set of criteria (learning outcomes or other requirements) receive separate institutional or national certificates and/or transcript or record of achievement, one for each of the separate qualifications being granted by each of the degree-awarding bodies involved, referring to the existence of the other.

2.7.4 The University has Dual awards approved for delivery with the following International providers:

- a) UCY Cyprus
- b) Arab Academy of Science, Technology and Maritime Transport (AASTMT), Egypt
- c) Shanghai University of International Business and Economics (SUIBE), China
- d) Hunan Normal University (HNU), China
- e) Hebei University (HBU), China
- f) SEGi University, Malaysia

2.8 Academic Regulations specific to UCY Cyprus

2.8.1 Recognition of Prior Learning

- a) Qualifications which are at the level of the University's general requirements for admission to a course cannot be used to claim admission with credit, with the exception of students who meet the specific requirements for exemptions under Evaluation Committee for Private Universities (ECPU) regulations that apply to courses offered at UCLan CYPRUS (see also E4.6).
- b) In line with CyQAA regulations for courses operating at UCY Cyprus, the maximum credit for prior learning towards all undergraduate awards is 50% of total credit of the prior award, and for all postgraduate awards is one third of total credit of the prior award.

2.8.2 Dual Awards

- a) UCY Cyprus is successfully registered as one of the 8 Universities of the Republic of Cyprus and all of our programmes of study are evaluated and recognised by the Ministry of Education & Culture in Cyprus through the Evaluation Committee of Private Universities, (ECPU).
- b) UCY Cyprus awards are therefore classed as dual awards under our definition and lead to the award of two separate certificates and transcripts.

2.9 Academic Regulations specific to ICEM, Oman

2.9.1 Module Attempts: The number of credits which may be attempted within certain awards is stipulated as follows (see also G12):

Award	Minimum credit Requirement	Permitted Additional credit attempts as defined in G12 above
Honours Degree for ICEM Oman provision with 480 credit programme structure	480	120 at Stage 1 and 360 at Stage 2

2.10 Academic Regulations specific to Arab Academy of Science, Technology and Maritime Transport (AASTMT) Egypt

2.10.1 AASTMT do not follow the University grade band marking scheme (see appendix 1. The following marking/conversion scheme is used at AASTMT:

AASTMT Grading System			
Letter Grades	Points Numbers	Percentage	University range
A+	4	A+ >= 97	90-100
A	3.85	93 <= A < 97	80-89
A-	3.7	89 <= A- < 93	70-79
B+	3.3	84 <= B+ < 89	67-69
B	3	80 <= B < 84	63-66
B-	2.7	76 <= B- < 80	60-62

C+	2.3	73 ≤ C+ < 76	57-59
C	2	70 ≤ C < 73	53-56
C-	1.7	67 ≤ C- < 70	50-52
D+	1.3	64 ≤ D+ < 67	46-49
D	1	60 ≤ D < 64	40-45
F	0	F < 60	Fail

AASTMT to University grades		
	AASTMT	University
Fail Lowest	0	0
Fail	59	39
PASS	60	40
Lower Second	67	50
Upper Second	76	60
First	89	70
HIGHEST	100	100

2.10.2 Assessment: AASTMT adopt the following standard approach to module assessment.

Type	%	Wordcount/duration
Portfolio	60%	3,000 words equivalent
Exam	40%	2 hours

Appendix 3: Academic Regulations specific to awards delivered by University of Lancashire, London campus

3.1 For undergraduate students, Assessment Boards can make the following progression decisions

Credits	Recommendations
Passed 120 credits	Passed 120 credits Progress to next level of study
Passed 90 credits, fail 30 credits	Progress to next year, trailing 30 credits
Passed 60 credits, fail 60 credits**	Retake 60 credits in next trimester If pass, progress to next level of study
Passed 30 credits, fail 90 credits	Fail repeat year Fail withdraw
Passed 0 credits, fail 120 credits	Fail repeat year Fail withdraw

** students would be subject to academic counselling on implications for the changes to the duration their studies and would re-take modules in the first trimester of the next academic year of study. If successful they would progress to the next level of study in the same academic year. Students overall duration of study would typically extend into one further academic year to complete their final 60 credits. For this year, students would be categorized as part-time.

Appendix 4: Award types allocation to Schools

Title of Award		School Ownership
Foundation Degrees	FdA	ALL SCHOOLS CAN USE
	FdSc	ALL SCHOOLS CAN USE
	FdEng	School of Engineering & Computing
Bachelor Degrees	BA	ALL SCHOOLS CAN USE
	BSc	ALL SCHOOLS CAN USE
	BEng	School of Engineering & Computing
	BDS	School of Medicine & Dentistry
	LLB	School of Law & Policing
Graduate Certificate/Diploma	Cert/Dip	ALL SCHOOLS CAN USE
Integrated Masters	MEng	School of Engineering & Computing
	MPhys	School of Engineering & Computing
	MChem	School of Pharmacy & Biomedical Science
	MLaw	School of Law & Policing
	MSci	ALL SCHOOLS CAN USE
	MMath	School of Engineering & Computing
	MComp	School of Engineering & Computing
	MHRM	School of Business
	MComSC	School of Health, Social Work & Sport
	MPAS	School of Medicine & Dentistry
	MChiro	School of Health, Social Work & Sport
		School of Medicine & Dentistry
	MPharm	School of Pharmacy & Biomedical Science
	MBBS	School of Medicine & Dentistry
	BVMS	School of Veterinary Medicine

Postgraduate Certificate in Education	PGCE	School of Psychology & Humanities
Taught Masters	MA	ALL SCHOOLS CAN USE
	MSc	ALL SCHOOLS CAN USE
	MArch	School of Engineering & Computing
	MBA	School of Business
	MClinDent	School of Medicine & Dentistry
	MClinMed	School of Medicine & Dentistry
	MEd	School of Psychology & Humanities
	LLM	School of Law & Policing
	MRes	ALL SCHOOLS CAN USE
	MOptom	School of Medicine & Dentistry
Professional Masters	MProf	ALL SCHOOLS CAN USE
<u>Research Masters</u>	<u>MRes</u>	<u>ALL SCHOOLS CAN USE</u>
Professional Doctorates	DProf	ALL SCHOOLS CAN USE
	DBA	School of Business
	EdD	School of Psychology & Humanities

Appendix 5: Regulations pertaining to micro-credentials

5.1 Definition of Micro-credentials: any standalone module which is between 0.5 and 9 credits. Micro-credentials cannot form part of a course.

5.2 Levels: Micro-credentials can be levels 3, 4, 5, 6, 7.

5.3 Notional learning hours for micro credentials are as follows:

Credits	0.5	1	2	3	4	5	6	7	8	9
Learning Hours	5	10	20	30	40	50	60	70	80	90

5.4 Micro-credentials will normally be assessed pass/fail as follows (see G2.7):

1. Pass – where the assessed work achieves the pass threshold.
2. Fail – where the assessed work does not achieve the pass threshold and/or is below the compensation threshold where it would be appropriate to for the assessment board to consider compensation.

5.5 Pass thresholds are as follows (as G2.6):

1. Undergraduate levels (3, 4, 5, 6) = 40%
2. Post-graduate levels (7, 8) = 50%

5.6 The following regulations apply to micro-credentials:

1. Module attempts
2. Mitigating circumstances
3. Late Submission penalties
4. Attendance and Engagement
5. Reassessment

5.7 The following regulations do not apply to micro-credentials:

1. Compensation (see regulation 3.2)

Appendix 6: Apprenticeship Awards table

This table should be read in conjunction with C12.

Applies only to any provision which is (all three must apply):

1. *statutory regulated;*
2. where the University awards on the FHEQ framework are not applicable (as detailed in the apprenticeship standard); *and*
3. where Ofqual is not the regulator.

For provision with embedded award on the FHEQ please refer to table C12.

No exit awards are permitted.

Students who do not complete the apprenticeship will receive a transcript of results only. They will not be awarded the apprenticeship or a Certificated award.

No compensation applies.

<u>Apprenticeships</u>				<i>minimum at:</i>					
Award title	<i>Minimum module requirement</i>	<i>Stage 2</i>	<i>Stage 3</i>	<i>Level 3 or above</i>	<i>Level 4 or above</i>	<i>Level 5 or above</i>	<i>Level 6 or above</i>	<i>Level 7 or above</i>	<i>Level 8</i>
L4 Diploma	120				120				
L5 Diploma	240				240	120			
L6 Diploma	360	240			360	240	120		

