

# HANDBOOK OF ACADEMIC REGULATIONS 2016

UNIVERSITY OF  
LEADING  
THE WAY  
WESTMINSTER<sup>®</sup>

# **Handbook of Academic Regulations 2016**

# Handbook of Academic Regulations 2016

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## Part 1: Context

### Section 1: Introduction

- 1.1 This handbook contains all of the academic regulations for taught courses leading to awards of the University of Westminster delivered on the University's campuses and through distance learning and collaborative provision. These are set out in Parts 1 to 6 of this handbook.
- 1.2 The regulations and processes, which govern research degrees, are set out in the Research Degree Regulations 2016 and Code of Practice for Research Degree Programmes 2016 handbooks, which are available online: [www.westminster.ac.uk/doctoral-research-framework](http://www.westminster.ac.uk/doctoral-research-framework).
- 1.3 The following documents also contain valuable information.

- Essential Westminster ([www.westminster.ac.uk/essential-westminster](http://www.westminster.ac.uk/essential-westminster))
- [Quality Assurance and Enhancement Handbook \(www.westminster.ac.uk/essential-documents\)](http://www.westminster.ac.uk/essential-documents)
- Student Charter ([www.westminster.ac.uk/student-charter](http://www.westminster.ac.uk/student-charter))
- [Student Code of Conduct \(www.westminster.ac.uk/student-code-of-conduct\)](http://www.westminster.ac.uk/student-code-of-conduct)
- [Student Representation Handbook \(www.westminster.ac.uk/student-representation\)](http://www.westminster.ac.uk/student-representation)
- [University Calendar \(www.westminster.ac.uk/university-calendar\)](http://www.westminster.ac.uk/university-calendar)
- [Collaborations Handbook \(www.westminster.ac.uk/essential-documents\)](http://www.westminster.ac.uk/essential-documents)

Copies of all these publications are available online. Students should refer to [www.westminster.ac.uk/study/current-students](http://www.westminster.ac.uk/study/current-students), and staff to [myintranet.westminster.ac.uk/about-us/corporate-services/academic-registrar](http://myintranet.westminster.ac.uk/about-us/corporate-services/academic-registrar) for a full list of publications, further information and guidance.

- 1.4 It is a student's responsibility to ensure they have read and are familiar with the University regulations.

Note: These regulations are not published in [Essential Westminster](http://www.westminster.ac.uk/essential-westminster) and students and staff should refer to the Handbook of Academic Regulations online at [www.westminster.ac.uk/academic-regulations](http://www.westminster.ac.uk/academic-regulations). If a student or member of staff has any queries regarding the regulations, they should contact the Academic Registrar's Department.

- 1.5 In the UK the [Quality Assurance Agency \(QAA\)](http://www.qaa.ac.uk) has developed the Quality Code which provides a definitive reference point for all those involved in delivering higher education which leads to an award from, or is validated by a UK higher education provider. It makes clear what institutions are required to do, what they can expect of each other, and what the general public can expect of all higher education providers. These expectations express matters of key principle that have been identified as important for the assurance of quality and academic standards and are reflected within the University of Westminster Handbook of Academic Regulations.
- 1.6 The University of Westminster academic regulations govern all taught courses of more than four weeks' full-time or 60 hours part-time duration and all courses that lead to a validated named award of the University or of an external validating agency.
- 1.7 The University requires that all taught courses be delivered wholly in accordance with the curriculum and award-specific regulations approved in the definitive course handbook by a University Validation Panel or Review Panel on behalf of Academic Council, taking account of any modifications that have been approved by the processes described in the [Quality and Assurance and Enhancement Handbook](http://www.westminster.ac.uk/essential-documents).
- 1.8 The Quality Review Committee is a sub-committee of Academic Council, with the authority to consider issues relating to academic quality, standards and regulations. A report of each meeting is submitted formally to Academic Council.

- 1.9 The academic regulations are reviewed by the Quality Review Committee, which reports to Academic Council. All changes to the academic regulations are subject to approval by Academic Council.
- 1.10 In case of dispute about the interpretation of these regulations, the decision of the Academic Registrar shall be final.

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## Part 1: Context

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### Section 2: Statutes and Principles

The University of Westminster Statutes and Principles were approved in 1992 when University status as an awarding body was granted by Privy Council on behalf of the UK Government.

#### A note on terminology

2.1 The term 'programme of study' is used to denote an approved set of modules by which a student may obtain a specified award of the University.

The term 'course' is used to denote a subject or one or more discipline-based sets of modules having a single or closely-related focus, leading to a common award and being administered as a single structure.

The term 'module' is used to denote a discrete study element within a course.

The term 'course scheme' is used to denote the form and content of a course as presented to and validated and approved by the University.

The term 'course programme' is used to denote a larger grouping of courses.

Each student of the University will therefore follow a programme of study which will be composed of a number of modules within a course or course programme.

The term 'academic programme' is used to denote in the widest sense academic activities relating to a course, a subject or a discipline within the University.

The term 'doctoral research programme' is used to denote a registered programme of independent research, with associated training and development activities, leading to a research degree award of the University

Note: A definitions section is included at Part 7: Definitions of the regulations. This provides a useful guide for students and staff on commonly used terminology.

#### Mission statement of the University of Westminster

2.2 The University of Westminster will shape the future of professional life by:

- a) being a diverse, vibrant and inspirational learning environment;
- b) establishing the University of Westminster as the leading practice-informed teaching and research university;
- c) being a responsive, metropolitan and cosmopolitan university serving the needs of diverse communities; and
- d) embedding internationalisation, employability and green-thinking in all that we do.

## Awards of the University

### Awards

2.3 The University will make available programmes of study which lead to awards at levels of achievement as described below:

- Certificate (sub-degree)
- Diploma (sub-degree)
- Foundation Degree
- Degree
- Degree with Honours
- Graduate Certificate
- Graduate Diploma
- Postgraduate Certificate
- Postgraduate Diploma
- Master's Degree
- Doctor of Philosophy
- Master of Philosophy
- Professional Doctorate

A full list of the University's awards is given in [Annexe 1](#).

2.4 The University will award higher doctorates.

2.5 The University will confer honorary degrees upon persons whom it deems to have made major contributions to the field of education, business, culture, creative work, public service or science and technology.

2.6 The University will confer honorary fellowships of the University upon persons of distinction whom it deems to have made a significant contribution to the work of the University.

### Collaboration with other awarding bodies and with other institutions

2.7 The University will act jointly with professional associations and with other awarding bodies to make available courses leading to recognised awards of such associations and bodies.

2.8 The University may permit other institutions to offer courses leading to an award of the University. Such courses will be validated and approved by the University in accordance with the statutes and principles.

## Validation of the University's taught courses

### Academic Council

2.9 Academic Council is responsible for ensuring the academic standards of the University and is the final arbiter in all matters relating to validation, approval, review and monitoring. Academic Council may designate a specially constituted committee, sub-group or panel to act on its behalf in matters relating to validation, approval, review, or monitoring and may delegate some of its powers of decision to that body.

### Aims and objectives of validation and review

#### Aims

2.10 The overall aim of course validation and review is to secure for students a high quality of educational and academic experience. Its most important function is to assess the quality and standards of the University's academic programmes. It also stimulates curriculum development by requiring staff to evaluate their courses and to open them to the thinking and practices of external peers.

**Objectives**

- 2.11 The University's course approval and review processes will ensure that:
- a) courses meet the University's requirements for the relevant award and those of any relevant external agency, and the standards required are appropriate to that award;
  - b) the human and physical resources available and the environment within which the course is offered are of a standard appropriate to support the course;
  - c) the standards and quality of teaching in each subject area are maintained and where possible, will be enhanced;
  - d) there is on-going student involvement in course evaluation.
- 2.12 The University's review process will further ensure identification of:
- a) the quality of courses in operation as demonstrated by the performance of students and the reports of the external examiners;
  - b) the extent to which staff have updated themselves and the manner in which they deliver their subject, and engage in relevant research, consultancy and professional activity;
  - c) the outcomes of the process of critical appraisal in which staff have engaged;
  - d) the rationale for any changes that have been made since the last validation or review and any plans for further changes;
  - e) such other performance indicators as may be determined by Academic Council.

**Monitoring of taught course provision**

- 2.13 All courses leading to an award of the University will be subject to a continuous monitoring process to ensure the academic health of the courses between formal reviews.

**Collaboration with other institutions**

- 2.14 The University will work in close partnership with institutions which offer courses leading to an award of the University to ensure that the University's procedures for course validation and review are complementary to, and where possible combined with the institution's own internal procedures for the scrutiny of courses.
- 2.15 The University's regulations and processes for taught courses provide for Dual Awards, or Double Degrees, Joint Awards and Multiple Awards within prevailing legislative and advisory frameworks of the European Union (EU), UK, and the states of current and potential partner institutions.

**Maintenance of academic standards within the University taught courses****General principles**

- 2.16 The University is dedicated to providing the means whereby its students can attain the highest levels of achievement of which they are capable. To this end it undertakes to provide adequate and appropriate facilities to ensure the continuing quality of its courses.
- 2.17 The University undertakes to ensure a learning environment commensurate with the quality of teaching and learning in its courses.
- 2.18 The University subscribes to the principle that the quality of the staff, their qualifications and experiences and the calibre of leadership at all levels are of paramount importance.
- 2.19 The University expects its staff to demonstrate a commitment to personal, academic and professional development, and to engage in a variety of scholarly and professional activities

appropriate to their subject specialism, with a view to maintaining and updating their expertise.

- 2.20 In respect of the validation of a course the University will seek to ensure that both the teaching and support staff are adequate in number and appropriately qualified for the objectives of the course to be fulfilled.
- 2.21 The University will formally agree policies for staff development and research and will actively promote staff development and research to support teaching and learning at all levels.
- 2.22 The University will provide the physical resources needed to sustain its courses.
- 2.23 Responsibility for the maintenance of academic standards in the University lies with Academic Council (see 2.9).

### **Admission of students to the University's taught courses**

- 2.24 The University will admit students to its courses on the basis of the following principles:
- a) reasonable expectation that the applicant will be able to fulfil the objectives of the course and achieve the academic standard required for the award;
  - b) the University's requirements for admission to the course leading to a particular award;
  - c) equality of opportunity for all applicants.
- 2.25 In considering individual applicants for admission to a course the University will seek evidence of personal, professional and/or educational experiences that provide indications of ability to meet the demands of the course.
- 2.26 Each approved course handbook will specify the requirements for admission to that course.
- 2.27 The University bases its admissions requirements on nationally recognised formal minimum attainment levels. Other qualifications and/or experience which demonstrate that the applicant possesses appropriate knowledge and skills may be accepted in lieu of the stated formal minimum requirement. The University will use its discretion to interpret such formal minimum attainment levels in terms of equivalence.
- 2.28 In admitting individual students to its courses the University will have regard principally to the applicant's ability to achieve the aims and objectives of the course.

#### **Admission to a course with advanced standing**

- 2.29 If the University is satisfied that the applicant has fulfilled some of the attainment and progression requirements of the course by means other than attendance on the planned course, and will be able by completing the remaining requirements to fulfil the objectives of the course and attain the standard required for the award, that student may be admitted to any appropriate point in the course, subject to the limits imposed by the undergraduate and postgraduate modular frameworks.
- 2.30 In exercising its discretion in this respect, the University will ensure that such admissions are in accordance with the University's requirements relating to the standards of its awards and with good practice throughout higher education in the UK.
- 2.31 The University will consider admission to a course with advanced standing on the basis of accredited prior certificated learning (APCL) and/or prior experiential learning (APEL) in accordance with the regulations stated in Section 4: .
- 2.32 Admission 'with academic credit' will be subject to the same principles as admission to the beginning of a course. Subject to the requirements of the relevant course regulations, the

University may admit a student with exemption from certain elements of a course. This means that the student is not required to take those elements but may, as appropriate, be required to take alternatives; or with specific credit, the latter means that the student is considered to have passed certain elements and will, where course regulations permit, be graded.

Note: Further information is provided Section 4: .

## Programmes of study and taught courses leading to awards of the University

### Definition of a programme of study

- 2.33 A programme of study is the approved curriculum leading to a specified and named award of the University as followed by an individual student; the programme may be identical with a course or may be one of a number of standard routes within a larger course programme. The University will admit students to its courses on a full-time, part-time, mixed-mode or distance-learning basis as appropriate. All programmes of study will conform to the University's regulations and requirements.

### Aims and intended learning outcomes of the course

- 2.34 Every approved course will have stated aims and intended learning outcomes, which the curriculum, structure, teaching and learning methods and forms of assessment are designed to fulfil.
- 2.35 The aims will include the development, to the level required for the award, of a body of knowledge and skills appropriate to the field of study and reflecting academic developments in that field: these are course-specific aims.
- 2.36 The aims will also include general educational aims: the development of students' intellectual and imaginative powers; their understanding and judgement; their problem-solving skills; their ability to communicate; their ability to see relationships within what they have learned and to perceive their field of study in a broader perspective. Each approved course will aim to stimulate an enquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness.
- 2.37 The statement of objectives will show how the course will fulfil the aims. The statement of course-specific objectives will specify the knowledge and skills appropriate to the field of study and identify the ways in which these will be developed and evaluated in the students' learning. The statement of general objectives will identify the ways in which the students' transferable intellectual skills will be developed and evaluated.

### Course regulations

- 2.38 Each designated course or pathway leading to a specified and named award of the University will be subject to course regulations approved in accordance with the general regulations of the University. The regulations will include:
- a) **Regulations on the admission of students to a course**  
The admission regulations will describe the basis on which a student will be admitted to the beginning or to subsequent stages of the course;
  - b) **Regulations on progression**  
Progression regulations will set out the way(s) in which students progress through the course, and identify the elements that are compulsory, optional or alternative;
  - c) **Regulations on assessment**  
The assessment regulations for a course will state the basis on which students will be assessed for an award by relating the assessment requirements to the aims and intended learning outcomes of the course, the academic standard of the award, and any special assessment requirements associated with the award.

**Course management**

- 2.39 In respect of its designated courses leading to specified and named awards the University will establish:
- a) clear channels of accountability from course teams to Academic Council;
  - b) executive and administrative structures which support the collective processes of academic policy-making and sustain academic leadership;
  - c) arrangements for staff and students to contribute in an informed way to the formation of academic policy and priorities;
  - d) effective communication which fosters internal inter-relationships and the transmission of good practice.
- 2.40 The University will appoint a suitable member of the academic staff to be the leader of a designated course of the University. The responsibilities of a course leader will include:
- a) ensuring that the course meets its specified aims and intended learning outcomes;
  - b) ensuring that the course is conducted in accordance with its approved regulations;
  - c) administration of the course in respect of academic matters;
  - d) the provision of documentation in respect of the monitoring and review process.
- 2.41 The University will establish for each designated course a Course Committee, membership of which will include representatives of students studying on the course. The responsibilities of the Committee will include:
- a) to serve as a formal channel of communication between staff involved in course delivery, the delivery of associated academic and administrative support services, and students on the course in all matters relating to the operation of the course;
  - b) to advise on and monitor the implementation of the aims and intended learning outcomes of the course and its academic standards;
  - c) to consider provision for the welfare of students on the course;
  - d) to make recommendations to the Faculty Learning, Teaching and Assessment Committee and the Quality Review Committee, on any matter relating to the course;
  - e) to deal with any other matters referred to it by or on behalf of the Course Leader, Head of Department (or equivalent), Pro Vice-Chancellor & Dean of Faculty, Chair of the Quality Review Committee, the Learning, Teaching and Assessment Committee, or Academic Council.

**Assessment of students on the University's taught courses****Principles of assessment****Fulfilment of intended learning outcomes**

- 2.42 The purpose of assessment is to enable students to demonstrate that they have fulfilled the intended learning outcomes of the module or course and achieved the academic standard required for the award they seek. Examiners will make their judgements on student performance in relation to the assessment regulations approved for the course.

**Confirmation of academic standards**

- 2.43 Assessment will reflect the achievement of the individual student in fulfilling intended learning outcomes for the module or course, and at the same time relate that achievement to a

consistent national standard of awards. It will therefore be carried out by competent and impartial examiners and by methods which enable them to assess students fairly.

#### **Types of assessment**

- 2.44 In respect of designated courses a wide variety of assessment methods and types are used. The University will ensure that types of assessment, including re-assessment, test the intended learning outcomes accurately and fairly, and are appropriate to the subject being studied, the mode of learning, and to the students taking the module or programme.

#### **Assessment regulations**

- 2.45 Each designated course or pathway leading to a specified and named award of the University will be subject to a set of assessment regulations specific to the course and approved in accordance with the general assessment regulations of the University.

#### **External examiners**

- 2.46 The University will appoint an appropriate number of external examiners to each of its designated course schemes including those offered as collaborative provision in order to ensure that the assessment process is conducted in a manner which provides parity of judgement for all students for the designated course and subject and that the standard of the University's awards is maintained in accordance with national standards.
- 2.47 External examiners are required to report annually on the conduct of the assessments and on issues related to assessment and the quality of the subject or course as revealed through the assessments (see Section 13: The determination of results - the role of examiners).

#### **Assessment Boards**

- 2.48 For every course or pathway approved as leading to an award of the University there will be one or more Assessment Boards whose constitution and terms of reference are in accordance with the approved regulations for the course and which include the external examiner(s) appointed by the University. The constitution of the Board may include provision for the appointment of subsidiary examination committees and the same Board may be responsible for more than one course or pathway.
- 2.49 The Assessment Board is appointed on behalf of Academic Council and is accountable to Academic Council for the fulfilment of its terms of reference.
- 2.50 Arrangements for Assessment Boards on collaborative courses are set out in Section 14: The operation of Assessment Boards.

#### **Information for students**

- 2.51 The University will ensure that the assessment requirements for courses are published to students.

### **Research Degrees of the University**

- 2.52 University regulations relating to Research Degrees are available at <https://www.westminster.ac.uk/research/research-framework>

### **Conferment of the University's awards**

#### **Conditions of conferment**

- 2.53 An award of the University will be conferred when the following conditions are satisfied:
- a) the student was fully enrolled at the University at the time of their assessment for an award and has paid all fees and dues to the University;
  - b) the student has completed a programme of study approved by the University as leading to the award being recommended;

- c) the award has been recommended by an Assessment Board convened, constituted and acting under regulations approved by the University and involving all members appointed by the University as external examiners for the award;
- d) the recommendation of the Assessment Board has been formally ratified on behalf of Academic Council.

2.54 In addition to the requirements above, the following conditions apply to the Conferment of awards within a Dual Award scheme, Joint and Multiple awards.

- a) The same titles should be used by all partners contributing academic credits to a Dual Award scheme, both in terms of the academic qualification and the subject specific title.

Note: This should ensure direct parity of outcome, and avoid students and the public being led to believe that two separate awards are conferred on successful completion of a Dual Award programme of study. While the academic qualification title may differ from that awarded by a UK HEI, the level of the award should be demonstrably equivalent as indicated in the qualifications framework for each state and any Professional, Statutory or Regulatory Body or Association which accredits the programme or its equivalent in any of the partner institution states.

- b) The Conferment date for all awards should be identical.

Note: The Conferment date for all partners should be the final Assessment Board meeting date of the consortium, irrespective of which partner hosts the final meeting, i.e. this may not be the same date as the final meeting at Westminster.

2.55 The University retains the right to rescind an award previously conferred. Please refer to Section 20 Regulations for the Conferment of Awards.

## Annexe 1: Awards for validation and conferment by the University

Academic awards at undergraduate and postgraduate level and research degree awards which accord with the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) (2008) and the academic credit guidance published by the UK credit consortia (2001).

- Certificate of Competence
- Certificate of Higher Competence
- Diploma of Competence
- Diploma of Higher Competence
- Certificate of Special Study (Cert SS)
- Diploma of Special Study (Dip SS)
- Award in Education and Training
- Foundation Certificate (Fdn Cert)
- Edexcel BTEC Higher National Certificate (HNC)
- Edexcel BTEC Higher National Diploma (HND)
- Certificate (Cert)
- Professional Certificate (PCert)
- Diploma (Dip)
- Certificate in Education (Cert in Ed)
- Certificate in Education (Diploma in Education and Training)\*
- Certificate of Higher Education (Cert HE)
- Certificate in Lifelong Learning Sector (Certificate in Education and Training)\*
- Diploma of Higher Education (DipHE)
- Foundation Degree in Arts (FdA)
- Foundation in Science (FdS)
- Bachelor of Arts (BA)
- Bachelor of Science (BSc)
- Bachelor of Engineering (BEng)
- Bachelor of Laws (LLB)
- Bachelor of Music (BMus)
- Graduate Certificate (Grad Cert)
- Graduate Diploma (Grad Dip)
- University Certificate of Special Study (Pg Cert SS)
- University Diploma of Special Study (Pg Dip SS)
- Postgraduate Certificate (Pg Cert)
- Postgraduate Diploma (Pg Dip)
- Professional Graduate Certificate in Education
- Professional Graduate Certificate of Education (Diploma in Education and Training)\*
- Erasmus Mundus European Master's
- Master of Arts (MA)
- Master of Architecture (MArch)
- Master of Engineering (MEng)
- Master of Fine Arts (MFA)
- Master of Laws (LLM)
- Master of Law (MLaw)
- Master of Music (MMus)
- Master of Osteopathic Medicine (MOst.Med)
- Master of Public Health (MPH)
- Master of Research (MRes)
- Master in Science (MSci)
- Master of Science (MSc)
- Master of Business Administration (MBA)

Note: Awards marked with an asterisk were formally Diploma or Certificate in Lifelong Learning

## Part 2: Admissions Regulations

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### Section 3: Admissions Regulations for Taught Courses

These regulations apply to all taught courses offered or validated by the University of Westminster (the 'University').

#### Principles of admission

- 3.1 Each course shall have specific admissions regulations ('course specific regulations'), drawn up in accordance with these regulations and with regard to relevant policies of Academic Council, which are agreed through the validation process. Such course specific regulations may vary from the regulations set out below.
- 3.2 The University will admit students to its courses on the basis of the following principles:
- a) reasonable expectation that the applicant will fulfil the objectives of the course and achieve the standard required for the award;
  - b) the University's requirements for admission to the course leading to a particular award;
  - c) equality of opportunity for all applicants.

Note: The University will abide by the requirements of relevant legislation within the United Kingdom and European Union. Particular attention is drawn to the University's Admission Policy and Code of Conduct, which include details on the Special Educational Needs and Disability Act.

#### Courses run in collaboration with other institutions/organisations

- 3.3 Where a course is operated by the University of Westminster in collaboration with another institution/organisation, or offered by another institution/organisation on behalf of the University, the admissions regulations for that course shall adhere to the principles outlined in these regulations.
- 3.4 Students studying in another institution for an award of the University of Westminster shall be recorded as externally registered students of the University of Westminster.

#### General entry requirements

- 3.5 These regulations define standard minimum entry requirements for awards of the University, based on nationally recognised formal minimum levels of attainment. Each course may have specific admissions regulations which are agreed through the validation process and applicants are advised to refer to these prior to making an application to the University of Westminster. Such course specific regulations may vary from the regulations set out below. The University will abide by the requirements of relevant legislation within the United Kingdom and European Union. Particular attention is drawn to the University's Admission Policy and associated guides

University of Westminster Award	Examples of General Minimum Entry Requirements
Bachelor's degree with Honours/Bachelor's degree	<p>Two GCE A level passes plus three GCSEs passes at Grade C or 4 or above including English Language and Maths; or</p> <p>Three GCE A level passes plus two GCSEs at Grade C or 4 or above including English Language and Maths; or</p> <p>BTEC National Diploma with Merit, Merit, Merit plus GCSE English Language and Maths at Grade C or 4 or above; or</p> <p>Pass in Access Diploma; or</p> <p>Pass in International Baccalaureate; or</p> <p>There are many other combinations and equivalents which may be considered for entry to degree courses.</p>
Postgraduate Certificate/Diploma	Degree of a UK University or equivalent
Master's degree	Degree of a UK University or equivalent

Note: These should be seen as benchmarks only. The University recognises that a wide variety of other qualifications and learning may provide appropriate evidence of an applicant's suitability for admission. The University will use its discretion to interpret such formal minimum attainment levels in terms of equivalence, with advice from external agencies as appropriate.

GCSE grades are changing from September 2015 over several years with grade C becoming Grade 4 or 5

- 3.6 The University may consider an application for deferred entry but reserves the right to reject such a request. Applicants are only permitted to request their current application for a course to be deferred for twelve months after their original entry point. For example, an applicant for September can only request for their application to be deferred up to and including the following September.
- 3.7 The University wishes to encourage applications from non-traditional students, including mature students. Course-specific entry requirements will be framed to encourage such applications.
- 3.8 International/overseas qualifications may be accepted in accordance with guidance from the National Academic Recognition Information Centre for the United Kingdom (NARIC), as indicated in the University's prospectuses, and other promotional material.
- 3.9 The University may use additional methods in selection, the purpose and format of which will be notified to applicants.
- English language proficiency**
- 3.10 Students for admission to courses offered or validated by the University or offered on its behalf by another institution shall have sufficient command of the language(s) in which the course is taught to meet all the entry requirements for the course.
- 3.11 A full list of the English Language Test accepted by the University is available online and may be subject to change as a result of Immigration and Visas Department requirements: [westminster.ac.uk/international/full-degree/entry-requirements/english-language-requirements](http://westminster.ac.uk/international/full-degree/entry-requirements/english-language-requirements)
- 3.12 International students shall be admitted to courses in accordance with UK legislation.

**Payment of fees or other dues**

- 3.13 Enrolment and continued registration on a course at the University shall be conditional upon payment of fees or other dues, by the student or by a sponsor recognised by the University, by the dates set by the University.

**Monitoring**

- 3.14 The allocation of the appropriate resources within plans agreed annually by the University Executive Board is the responsibility of Pro Vice-Chancellor & Deans of Faculty and is monitored through the Faculty Executive Group.

Note: The Admissions policy will be monitored by the University Executive Board in terms of implementation and operation, and by Academic Council in terms of standards.

- 3.15 Statistical information about students enrolled on University courses will be supplied to legitimate external agencies on request. Information drawn from the Student Record System (SRS) will be provided automatically for the Higher Education Statistics Agency (HESA).

**Discontinuation of a course**

- 3.16 Where courses have materially changed or have been discontinued, suitable alternatives will be offered where possible.

Note: Please refer to the University Closure Policy for the steps to be taken in discontinuing a course.

**Issuing of a Certificate of Acceptance of Studies (CAS)**

- 3.17 International Students who require a visa to study in the UK, will be issued with a Certificate of Acceptance of Studies (CAS), once they have:

- a) been unconditionally offered a place on a course;
- b) accepted this offer;
- c) paid the required tuition fee deposit; and
- d) supplied the University with the required passport details.

- 3.18 The University may refuse to issue a CAS if it is deemed likely that a visa will be refused. Applicants should also refer to the [Guide for Applicants](#)

**Admission to a course with credit or exemption**

The following regulations should be read in conjunction with Section 4: .

- 3.19 If the University is satisfied that the applicant has fulfilled some of the progression and attainment requirements of the course or pathway by means other than attendance on the planned programme, that student may be admitted to any appropriate point in the course.

- 3.20 The University will consider admission to a course with credit or exemption on the basis of prior learning and/or prior experiential learning. Such learning may be certificated or uncertificated and will be assessed according to the provisions set out in Section 4: , and subject to the limits on the maximum import of credit outlined in Section 17: Framework for undergraduate taught courses and Section 18: Framework for postgraduate taught courses.

**Commercial/Industrial experience and training and supervised work experience**

- 3.21 An applicant may be judged to have satisfied, wholly or in part, the aims of supervised work experience on a course. In considering such applications, the following will be taken into account:

- a) the quality of training or supervised work experience previously undertaken;
- b) the relevance of that training or supervised work experience to the course;

- c) the quality of the supervision and assessment of the training or supervised work experience;
- d) whether the granting of such specific credit would still enable the student to meet professional or other requirements which the supervised work experience within the course is intended to satisfy.

Note: These regulations should be read in conjunction with Section 4.

**Edexcel BTEC/SCOTVEC awards**

- 3.22 Applicants holding a Higher National Certificate or Diploma of Edexcel BTEC or SCOTVEC will be considered for admission with specific credit in the context of the University's agreed procedures for accreditation of prior learning, the University's modular framework for Edexcel courses and for undergraduate awards.

## Part 2: Admissions Regulations

### Section 4: Recognition of Prior Learning (RPL) regulations

The Recognition of Prior Learning (RPL) is defined as the assessment of previously acquired learning (whether certificated or experiential learning) within the context of the course on which the student is currently enrolled. The term RPL is used as a generic acronym to cover the accreditation of both experiential and certificated prior learning.

#### General credit and specific credit

- 4.1 The term **general** credit applies to the totality of credit which a student might have as a result of prior learning, and which may have been awarded by another institution.
- 4.2 Specific credit is awarded for learning which matches the learning outcomes of particular module(s). In addition to being awarded credit the student will be exempt from that module: **exemption** signifies that the student is considered to have completed the module for the purposes of pre-and/or co-requisite and/or core module requirements.

Note: The amount of general credit achieved or recognised elsewhere may not all be awarded as **specific** credit towards a particular award within this University. For example 120 credits awarded at a previous institution is general credit, however the University of Westminster may only award e.g. 20 specific credits when the learning is mapped against the specific course.

#### General RPL regulations

- 4.3 Students may be awarded credit for prior certificated learning (RPCL) or prior experiential learning (RPEL) at Credit Level 3, 4, 5, 6 or 7 if they meet the criteria set out in Table 1 below and with the detailed regulations and procedures set out in Section 4 of the Academic regulations: RPL Regulations. RPL credit can only be awarded for whole modules, not for part of a module.

Table 1: *Recognised credit for RPCL or RPEL*

Award	Maximum Number of RPCL or RPEL credits which may count towards the requirements of the award	Minimum number of credits to be achieved at the University of Westminster
Foundation Certificate	60 credits	60 credits at L3 or above
CertHE	60 credits	60 credits at L4 or above
DipHE	160 credits	80 credits, including at least 60 credits at L5 or L6
Non-honours Degree	200 credits	100 credits, including at least 80 credits at L5 and/or L6
Honours Degree	240 credits	60 credits at L6 and 60 credits at L5 or L6
Integrated Masters	240 credits	120 credits at L7, 60 credits at L6, and 60 credits at L5 or L6
Foundation Degree	120 credits	120 credits, including at least 60 credits at L5 or above
Postgraduate Certificate	30 credits	30 credits at credit level 7
Postgraduate Diploma	60 credits	60 credits at credit level 7
Master's Degree	90 credits	90 credits at credit level 7

- 4.3 In all cases the credit awarded for prior learning must constitute a coherent programme of study when considered together with the credit gained for modules studied within the University scheme.
- 4.4 The University does not guarantee the award of any credit to any student who makes a claim. Nor does the University guarantee that any credit awarded will find acceptance in any other course or institution.
- 4.5 The level of the credit awarded is determined by the level of the previous study and not for the achievement of marks above the threshold.
- 4.6 In order to justify the award of credit, the learning must be an appropriate level of study for the award.
- 4.7 The award of credit will depend on the currency and relevance of prior learning as assessed by the Academic Assessor and approved by the relevant Faculty or University Board.
- 4.8 Credit for prior learning must relate to named modules. If credit is awarded for a particular module, the student will, in addition to gaining credit, be exempt from that module. This means that the University treats the student as having completed the module for the purposes of pre-and/or co-requisite requirements.
- 4.9 The course-specific regulations will state the processes by which academic credit for prior learning will be awarded.
- 4.10 A student may not claim credit for prior learning in respect of a module, which they have attempted and failed.
- 4.11 A Professional or Accrediting Body may determine regulations governing an award which restrict the amount of RPCL, RPEL, or both, which can be awarded towards accredited programmes. Where the maximum credit permitted is less than that allowed under the University of Westminster regulations the Professional Body restrictions will override the University regulations.

Note: It is vital that Professional or Awarding Body regulations are checked prior to validation, agreed through validation and incorporated into the course handbook.

- 4.12 Students may choose not to use any credit, which they have been awarded.  
Note: Credit cannot be awarded until the appropriate course fees have been paid. There is no additional charge for the processes of accreditation of prior learning, whether certificated or experiential, unless the RPEL process is delivered through specific modules for which a module fee is charged.

**Validation**

- 4.13 Named awards must specify within their regulations the nature of the processes adopted for the award of credit for prior learning. These processes will be considered within the validation/review process and must follow University guidelines, and specify the Admissions process, the RPL Assessment Board and/or named Assessment Board, to which recommendations on credit awarded by RPL are submitted.

**Appeals**

- 4.14 An appeal may only be submitted if the student believes there has been material irregularity in the processing of their application. All such academic appeals must be made in writing to the Associate Director, Academic Quality and Standards with 10 working days of the notification to the student on the decision on the award of RPL credit.

**RPCL (Recognition of Prior Certified Learning)**

The Recognition of Prior Certificated Learning (RPCL) is defined as the process by which appropriate certificated learning from another institution is accredited towards a University of Westminster award. The prior certification should be provided by a recognised academic institution as a result of a rigorously assessed learning experience. Credit for learning, which has been gained from an uncertificated course (or where the certificate is in respect of attendance only), should be claimed through the RPEL route.

4.15 Recognition of Prior Certified Learning is defined as certified learning that has taken place prior to entry on to the course of study. Modules taken outside of the course during the student's registration at the University would not normally be permitted as a basis for an RPCL claim as they would not fit the definition of being **prior** certificated learning

4.16 Students may gain credit from courses which they have previously taken at what is deemed to be HE level. This may be a course which they have completed which has given them an intermediate award (e.g. a Dip HE), an award they have completed (e.g. HND), or alternatively, any part of a course which they have successfully passed, if they did not complete the award for which they were registered.

4.17 At the time of awarding credit for RPCL, a decision must be made as to whether the marks or grades, in their original or an amended form, will be included on a student's record and so count towards the final award. This would only apply to Levels 5 and 6 of an undergraduate degree or Level 7.

Note: Normally these marks would only be transferred where the student has studied in a system where a similar process of marking is used, with a rigorous quality assurance process (e.g. another UK University).

4.18 Credit towards an honours degree would normally only be awarded in respect of a sub-degree award or qualification which the student has obtained, or for a sum of credits that has not led to an award. Once an honours degree has been awarded it cannot provide credit towards another honours degree.

4.19 Credit towards a Master's degree would normally only be awarded in respect of an intermediate award or qualification already obtained, or a sum of credits that has not led to an award.

Note: If a student already has a Master's degree, any use of credit from this towards another Master's degree is considered double counting of credit. A student may "top up" credit from a Postgraduate Certificate or Diploma to a Master's, but cannot use learning, which has already contributed to one Master's degree towards another Master's degree.

4.20 Credits may not normally be used to count towards a second qualification which is both at the same level and in a similar subject to the first e.g. a student who has been awarded a BA Honours in History would not be able to count credits at levels 5 and 6 from this programme towards a second BA Honours in History and Politics.

4.21 Credit Transfer of credits to count towards a second qualification at a higher level may be allowed, as long as this does not exceed the maximum number of credits allowed by RPL For example a PG Certificate awarded previously by the University of Westminster or another UK awarding body may, if approved by the department, be counted towards a Master's degree award.

### **RPCL mechanisms for enrolled students**

4.22 The student must provide information on their certificated learning on an RPCL application form located at <https://www.westminster.ac.uk/study/current-students/your-studies/forms-and-procedures/accreditation-of-prior-certified-learning-apcl>. In all cases documentary proof that the qualification, in whole or in part, has been obtained must be provided. It is the student's responsibility to provide this documentation.

- 4.23 The information which must be included in an application is:
- a) the title of the award/qualification previously studied by the student and the name of the institution where the certificated learning was undertaken;
  - b) the dates and duration of the study;
  - c) details about syllabuses, assessment and which components of the award were successfully completed;
  - d) details of the credit awarded and the credit framework used by the awarding institution.
- 4.24 The academic staff member responsible for recommending the award of RPCL credit must advise the student formally that such recommendations are subject to ratification by the Progression and Award Board.

### **RPCL Mechanisms for advanced entry applicants to undergraduate courses**

- 4.25 The award of credit for certificated learning will, in the case of advanced entry (normally entry to level 5 or 6), be considered by the appropriate Admission Tutor, and appropriate Admissions Officer.
- 4.26 Where RPCL is being considered for credit for a whole year (or two whole years') of study, the student's prior learning should be mapped against the learning outcomes of that year(s) and the learning required to progress to the next year of study. The cross mapping of individual elements of prior learning to individual modules is not considered necessary unless this is essential to the programme for which credit is claimed.
- Note: When recommending entry to level 5 or 6 the Admissions Tutor should complete the appropriate checklist available from the Admissions Office.
- 4.27 Where an applicant is made an offer of an advanced entry place on a course on the basis of a prior certificated learning, they should complete the [RPCL form](#) and submit it to the Senior Admissions Adviser (Operations) with evidence of their prior certificated learning. The credit will be considered on the basis of evidence presented and, where the evidence supports the advanced entry of the applicant on to the degree course, the offer of a place on that course will be confirmed as well as unconditional. Once the student has fully enrolled on the course, the award of RPCL credit must be reported to, and ratified by, the appropriate Progression and Award Board.

### **RPEL (Recognition of Experiential Prior Learning)**

The Recognition of Prior Experiential Learning (RPEL) is defined as the process by which appropriate experiential learning is assessed and accredited. Experiential learning can be described as the knowledge and skills acquired through life experience, work experience and study, which are not formally attested through any educational or professional certification. It may also include instruction-based learning, provided by any institution, which has not been examined in any of the public examination systems.

- 4.28 It is important that your knowledge and skills are up to date and over time academic programmes develop and change. Normally the University require that prior learning has been achieved within the last five years, however if your prior learning is older than this and you have remained up to date in your subject area you may still be able to make a claim
- 4.29 Credit for experiential learning may be gained from a variety of sources e.g. within the workplace, from training courses, which the individual has completed but which are not certificated, through experience in voluntary work, or by individual study. The source therefore is not important as long as the learning can be demonstrated to be at an appropriate level and in a relevant subject area. Credit once awarded is not distinguished by its source.

- 4.30 Claims of experiential learning may be considered for learning that has taken place since the student commenced the course at the University of Westminster. This learning will normally be work based learning. Any claim should be made prior to the start of the module for which the claim of credit is made.
- 4.31 RPEL credit awarded at any level is not given a mark and therefore will not be included in the calculation of the classification of the final award.
- Note: The calculation of the classification will be based on the formally assessed modules the student has taken in the University, although the prior credits will be counted towards the total number of credits required for the named award.
- 4.32 Where the evidence relating to the claim is in a language other than English, the academic assessing the claim must possess sufficient competence in the language in question. If this is not the case then you may be requested to provide a translation into English of any evidence submitted in support of your claim.
- 4.33 As with any academic work, any work submitted in support of an RPEL submission that is found to contain elements of plagiarised work will be discounted. Where plagiarism is suspected in a submission from an existing student the case will be referred for investigation under Section 10 Academic Misconduct.
- 4.34 Where Faculties or course schemes provide an RPEL module, the module should provide the opportunity for the student to achieve credits at the designated credit level of the module, as long as the assessment criteria have been met. Students must demonstrate in assessment that there has been an adequate reflection on experience, that learning has been identified and articulated, that suitable evidence has been gathered and that an appropriate presentation has been made. The award of credits for successful completion of an RPEL module does not guarantee that any credit will be awarded for the subsequent RPEL claim, but such credit may be awarded if the student has demonstrated relevant learning at the appropriate level.
- 4.35 Where the RPEL Board do not approve claim, only one re-submission will be permitted where the RPEL Board have determined either the student is permitted to present further documentation in support of their application, or that the students should rewrite their submission.

### **RPEL mechanisms**

- 4.36 All Faculties must designate a named staff member with responsibility for RPEL.
- 4.37 All students must be informed of the timescale for making an application prior to their registration.

#### **Individual responsibilities for RPEL procedures**

- 4.38 The student:
- a) will be encouraged during the enrolment period to identify any areas of previous experience where learning has taken place;
  - b) will be responsible for the decision as to whether any claim will be made for this learning;
  - c) will describe the learning they have achieved in objective terms, by matching this against the learning outcomes for the module(s) for which they are making a claim, under the guidance of the Mentor;
  - d) will decide on the format in which the submission will be made, within the latitude allowed by the course regulations;

- e) will be responsible for gathering supporting corroborating evidence to substantiate their claim and if this includes statements from employers it is the student's responsibility to obtain these;
- f) will be responsible for submitting their claim with supporting evidence by the set date to the named person within the course team;
- g) will attend an interview with the Academic Assessor, if required;
- h) will be responsible for any revisions to their submission requested by either the Academic Assessor or the RPEL Assessment Board, in discussion with the Mentor.

4.39 The Faculty mentor:

- a) will normally be a member of the academic staff who teaches on the course on which the student is registered;
- b) may ask that an additional member of academic staff should share the role of the Mentor, in the case of a specialised academic field which requires subject specific expertise;
- c) will be responsible for helping the student to prepare the submission, for suggesting alternative methods of presentation if appropriate, and for suggesting the nature of appropriate corroborating evidence;
- d) must not offer the student any guarantees about the outcome, successful or otherwise, of the student's submission.

4.40 The academic assessor (Course Leader / Module Leader):

- a) will be a member of academic staff with subject expertise in the area of the submission;
- b) will examine the documentation or other material which has been presented and may then interview the student; any requirement for an interview would be determined in accordance with the specific regulations for each course scheme;
- c) should establish whether academic learning has taken place which matches the learning outcomes of the modules for which credit is being claimed as a result of the applicant's experience. The Academic Assessor should ensure that this is current, i.e. not learning which has since been forgotten (see 4.29 - 4.30);
- d) must forward to the RPEL Assessment Board a statement detailing the number of credits at each level which the Academic Assessor is recommending for award purposes. This statement should indicate which module(s) the credits are being awarded for.

## **RPEL Board**

4.41 RPEL claims at all levels are considered by a University RPEL Board that meets at least three times a year.

4.42 The University RPEL board is responsible for the following:

- a) making the award of RPEL credit;
- b) determining the level of RPEL credit;

- c) determining whether the student making an RPEL claim should be required to present further documentation in support of their application, or that the students should rewrite their submission;
  - d) ensuring that the integrity of the academic standard of the award is observed;
  - e) monitoring the processes and outcomes of the award of RPEL credit;
  - f) making recommendations to the Faculties on any matter relating to RPEL assessment;
  - g) notifying the Academic Registrar's Department of any decisions and recommendations;
  - h) providing an annual report on the RPEL process to the Learning and Teaching Committee.
- 4.43 The University RPEL Board will also perform a monitoring and guidance role in relation RPCL processes. Information on the operation of RPCL across individual Faculties will form part of the Board's annual report.
- 4.44 The composition of the University RPEL Board shall be determined by the Associate Director, Academic Quality and Standards.

The Associate Director, Academic Quality and Standards is responsible for the nomination of an appropriate External Examiner.

## Part 3: Assessment regulations for taught courses

### Section 5: General regulations

#### Principles of assessment

- 5.1 Assessment describes any processes that appraise a student's knowledge, understanding, abilities or skills. The Quality Assurance Agency (QAA) defines various types of assessment under three broad categories.

##### **Diagnostic assessment**

Diagnostic assessment is used to show a learner's preparedness for a module or programme and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge, understanding and skills expected at the start of the programme, or other possible problems. Particular strengths may lead to a formal consideration of accreditation of prior learning.

##### **Formative assessment**

Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.

##### **Summative assessment**

Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

These regulations are mainly concerned with summative assessment (e.g. coursework and exams) but formative and diagnostic assessment is an important part of the University portfolio. An assessment can also often combine more than one of the above purposes.

- 5.2 The purpose of assessment is to promote and support effective learning and enable students to demonstrate that they have:
- a) met all the intended learning outcomes for each module;
  - b) fulfilled the objectives of the programme of study on which they are registered; and
  - c) achieved the academic standard required for the award.
- 5.3 All courses are subject to course regulations. Course regulations relate the assessment requirements of the course to objectives and intended learning outcomes.

#### Responsibilities for assessment

- 5.4 Academic Council is responsible under the Articles of Association and its Statutes and Principles (see Section 2: Statutes and Principles) for policies and procedures relating to:
- a) the assessment and examination of the academic performance of students;
  - b) procedures for the award of qualifications;
  - c) the exclusion of students for academic reasons;
  - d) the appointment and removal of examiners.
- 5.5 Academic Council, whilst retaining overriding authority, has delegated to:
- a) Assessment Boards: the responsibility for the assessment of students;

- b) the Associate Director, Academic Quality and Standards: the consideration of requests by students for a review of a decision of an Assessment Board (academic appeal, see
- c) the Academic Registrar's Department: the responsibility for the administration of courses.

#### **Student's responsibilities**

5.6 It is a student's responsibility to ensure that they are:

- a) registered for the correct modules by the published deadline in the University Calendar;
- b) eligible for assessment, or reassessment in accordance with the appropriate undergraduate or postgraduate modular frameworks and course or module specific regulations; and
- c) where changing modules, they have done so by the published deadline in the University Calendar.

#### **Course assessment regulations**

- 5.7 Every course leading to a named University of Westminster award must publish information that specifies the:
- a) intended learning outcomes at course and module level;
  - b) type, timing and content of assessment for each aspect of the course;
  - c) weighting of each element of assessment;
  - d) arrangements for the submission of coursework, submission deadlines and the return of both marked work and feedback;
  - e) conditions for progression to the next stage of the course;
  - f) requirements for the award of qualification(s);
  - g) decisions open to the Assessment Board where the student fails any part of the course;
  - h) action to be taken where failure was due to illness or other mitigating circumstances considered as valid within University regulations.
- 5.8 Course assessment regulations must be consistent with both the assessment regulations of the University and with the regulations of any external validating or Professional, Statutory and Regulatory Body (PSRB), which recognises or accredits the course.
- Note: Where there is a conflict between the University assessment regulations and those of a PSRB, accrediting a qualifying award of that body, the regulations of the external accreditation body will take precedence.
- 5.9 Where there is conflict between the course assessment regulations and those of the University, the University regulations will take precedence, except where the variance has been formally approved by the Academic Registrar through validation, review or the major modifications process.
- 5.10 Assessment regulations relating to the course must be published and made available to students at the beginning of each academic session in the course handbook.

- 5.11 Changes to course assessment regulations may only be made in accordance with the procedures set out in the University of Westminster [Quality Assurance and Enhancement Handbook](#). Where changes significantly affect the progress or future assessment of students already registered, the course team must ensure an appropriate level of student consultation about the changes takes place in the semester prior to the change being introduced.
- 5.12 Assessment must be:
- a) robust, valid and test the student's achievement of the intended learning outcomes accurately and fairly at both module and course level whilst at the same time relate that achievement to the national standard of awards;
  - b) appropriate to the subject being studied, the mode of learning and to the students taking the module or course;
  - c) marked and moderated by competent and impartial examiners, against published assessment criteria and methods, which enable them to assess students fairly and consistently.

### Academic judgement

- 5.13 Assessment is a matter of academic judgement, not simply computation of marks. Percentages, marks and grades are not absolute values but are used by examiners to represent their judgements on the level of a student's achievement.
- 5.14 Academic judgement cannot be questioned or overturned.
- 5.15 Assessment Boards have discretion to interpret these regulations flexibly in the case of individual students. This is subject to the principle that an award may only be made when the student has fulfilled the objectives and intended learning outcomes of the course and achieved the required academic standard.
- 5.16 In case of dispute about the interpretation of these regulations, the decision of the Academic Registrar shall be final.

### Failure and reassessment: general requirements

- 5.17 Course assessment regulations must specify which elements and how many elements of assessment must be passed for attainment of an award and make provision for a student to make good any initial failure.
- 5.18 An Assessment Board shall not unreasonably withhold permission for a student to be reassessed in accordance with the course and University assessment regulations.
- 5.19 Students will not be permitted to improve upon a mark or grade above the pass level required for the module or award.
- 5.20 Where a module(s) is no longer offered as part of a course and/or it is not practicable for students to be reassessed in the same elements or an alternative module(s), the Assessment Board may at its discretion, make special arrangements as it deems appropriate.

Note: Special arrangements deemed appropriate and agreed by an Assessment Board should be formally recorded and reported to the Registry and Quality and Standards Office for information.

### Mitigating circumstances

- 5.21 The University recognises that some students may at certain times during their studies experience unforeseen and unpreventable circumstances that prevent them from completing elements of assessment. The regulations governing this procedure are detailed in Section 11.

## Part 3: Assessment regulations for taught courses

### Section 6: Coursework assessment

#### Definition of coursework

- 6.1 The term 'assessed coursework' relates to: essays, assignments, in-class tests, laboratory tests, projects, dissertations, practical work, presentations, viva voce examinations, placement or field trip reports, designs, theses, artefacts, digital photographic media, and computer based analysis. This is not an exhaustive list.

Note: Staff should refer to Part 7: Good Practice in Assessment of Students, of the Quality Assurance and Enhancement Handbook for further guidance.

#### In-class tests

- 6.2 In-class tests have a different function from examinations. Normally, in-class tests are used for formative purposes and to assess one part of a module syllabus. They are a form of assessment which normally takes place in class time.
- 6.3 In-class tests should be run during Semester 1 and 2 Learning Weeks 1-12 as detailed within the [University Calendar](#) and should not normally be scheduled on any Saturday or Sunday, or on any of the dates and times shown as religious observance days in the University Calendar.
- Note: In-class tests must not be scheduled to take place during the University examination periods as detailed in the University Calendar.
- 6.4 In-class tests should be scheduled during the teaching slot for the module, and should not exceed the normal duration of the teaching slot.
- 6.5 In-class tests should normally be one hour long and must not be longer than two hours.
- 6.6 Where an in-class test takes the form of an unseen paper, all students attempting the paper must do so at the same time, and the paper itself must be subject to appropriate security measures (see Section 7: Examinations: regulations for students, staff and invigilators).
- 6.7 Module Leaders must inform the relevant Registry of the date and time of in-class tests. In-class tests must take place in accommodation that is appropriate to the form of assessment and its delivery, and must be subject to invigilation appropriate to the form of assessment.

#### Submission of coursework

- 6.8 Deadlines for the submission of coursework must be published in respect of each module within two weeks of the start of each academic semester. In cases where work is to be returned, dates for the return of coursework shall also be published. The submission dates for coursework and any subsequent changes must be notified to the Registry.
- Note: Module Leaders should publish deadlines for submission or completion of all electronic and web-based coursework exercises to students and Registry staff in the same manner as the deadlines for the submission of all other types of coursework. Guidance on when and how coursework is to be submitted must be published to students and Registry staff in order to allow the proper application of regulations pertaining to late or non-submission of coursework and the application of the mitigating circumstances process.
- 6.9 It is the student's responsibility to ensure that coursework is submitted by the published deadline and in accordance with the published system.

Notes: The published system may mean submission to the appropriate Registry, via Blackboard, Turnitin (or other recognised text matching software), or the Module Leader. Students must check with the Module Leader in advance of the deadline if they are unsure of the correct procedure for the submission of coursework.

- 6.10 It is a student's responsibility to ensure that they allow sufficient time prior to the deadline, to ensure any minor computer problems do not result in coursework being submitted late (see 6.20).

Note: Students should be aware that University of Westminster facilities are in heavy demand at assessment times. The University cannot take responsibility for any coursework corrupted on disks, laptops or personal computers. Students should therefore regularly back up any work.

- 6.11 Students must keep a copy of all written or electronic coursework submitted for assessment.

Note: This requirement may be waived for particular types of assessment where this is not possible, e.g. practical work or in-class tests.

- 6.12 Students may, if the requirement is set by the Module Leader, be required to submit their work through text matching software, such as Turnitin. If a student fails to comply with this request, the examiner is not obliged to mark the work.

Notes: Where a paper copy is submitted, a deadline for electronic submission via text matching software may also be set by the Module Leader. If a student does not meet the deadline, a penalty for late submission may be imposed.

- 6.13 The electronic submission of coursework is subject to the same requirements as other forms of coursework (see 6.15).

- 6.14 It is the student's responsibility to ensure that, where assessed coursework is to be returned as part of the teaching and learning process, they have received all relevant work, and to advise the Module Leader of any discrepancy.

Note: Uncollected assessed coursework will be retained by the Registry or Module Leader until the end of the teaching in the following semester, after which it may be destroyed.

#### **Coursework deadlines**

- 6.15 Coursework submissions deadlines may be set Monday - Thursday. No submission deadlines are allowed on a Friday or during vacation weeks as published within the University Calendar. A penalty will be incurred for work submitted late by a reduction in marks (see 6.17 - 6.19). A standard University-wide final deadline for the submission of coursework in each semester is will be published in the University Calendar.

Note: Only studio-based course portfolio submissions in the Westminster School of Media, Art and Design (MAD), and the Faculty of Architecture and the Built Environment (ABE) have special exemption from the published deadlines. Final coursework deadlines for all studio-based course portfolio submissions in these Faculties will also be published in the [University Calendar](#).

- 6.16 It is the responsibility of the Faculty Registrar to establish secure systems for the submission and receipt of coursework to the Registry in hard copy and, where appropriate electronically, and to publish that information to students.

## Late submission of coursework

- 6.17 If students submit coursework late but within 24 hours of the published deadline, the work will be marked and will have ten percentage points of the overall available marks deducted, to a minimum of the pass mark (40% at undergraduate level, 50% at postgraduate level).

Note: For example, a piece of assessment awarded a mark of 70% would be reduced to 60% as a penalty for late submission. The member of staff inputting the marks onto the student record system (SRS) will apply this deduction (i.e. normally the Registry).

- 6.18 If students submit coursework more than 24 hours after the specified deadline, a mark of zero will be awarded for the work in question.
- 6.19 Penalties for late submission of coursework do not apply if a claim of mitigating circumstances has been accepted through the Mitigating Circumstances process (see Section 11).

### Network Failure

- 6.20 In the event of major disruption to the University Network System, which as results in it not being accessible for significant periods on the submission deadline date, the submission deadline will be amended to the next working day on which the University Network System becomes available. Confirmation that major disruption has taken place will be provided by Information Systems and Library Services (ISLS) to the Faculty Registrar.

Note: Failure of a network and/or broadband access other than the University Network System on site (e.g. at home or work) will not be accepted as a reason for non-submission.

## Return of coursework

- 6.21 Coursework will be returned to students within a reasonable time and with sufficient guidance in the form of written feedback and provisional marks to enable them to monitor their academic performance.

Note: All marks will remain provisional until formally agreed by an Assessment Board. Feedback should not be given within 10 working days of the submission date. This is to allow students with valid mitigating circumstances to submit coursework. Feedback received on the 10<sup>th</sup> working day should where possible take account of the possibility that students may be submitting work that day.

- 6.22 Students should receive feedback on coursework within a period set with the agreement of the relevant Head of Department (or equivalent) and Module Leaders. The agreed date of return will be published in the module handbook and/or Blackboard. If a delay is expected students should be informed and the delay reported to the Registry.

Note: Feedback on coursework should indicate the reason why the work has achieved the mark or grade awarded and identify the main failings of the coursework in relation to the published criteria. Feedback should be provided in such a way that promotes learning and facilitates improvement but does not increase the burden of assessment.

Where work is to be scrutinised by an external examiner students must receive feedback on coursework and a provisional grade.

- 6.23 Return dates and methods of returning coursework in each module should be notified to students in writing at the start of the module.

Note: Written feedback on coursework should relate to intended learning outcomes and assessment criteria in order to help students identify areas for improvement as well as commending achievement.

**Guide times for the return of coursework are as follows:**

In class test:	10 working days
All single marked written coursework:	15 working days
Coursework and Dissertations over 12,000 words:	10 working days
All double marked written coursework:	20 working days

Five working days may be added to any return period where the coursework is that of a cohort of students exceeding 200. 10 working days may be added where the work is that of a cohort of over 400 students. An additional calendar week should be added over the Christmas period.

Notwithstanding the guide times, coursework and written feedback should normally be returned to students at an appropriate time in the learning process, as soon as possible after the student has completed the assessment task, and before any examination in the same subject.

## Part 3: Assessment regulations for taught courses

### Section 7: Examinations: regulations for students, staff and invigilators

#### Definition of examinations

7.1 An examination is defined as a formal, time-limited, written or practical assessment, which is scheduled during the University examination period (see University Calendar), with invigilation provided, or approved by the Faculty.

7.2 Examinations may take a number of forms:

#### **Closed**

a) Students are not permitted to bring any notes or other supporting material into the examination except where it is permitted by the rubric of the paper to use specified types of calculators or drawing instruments.

#### **Restricted**

b) Students are allowed to use certain limited specified materials, such as references or texts, all of which will be specified in the rubric of the paper.

#### **Open**

c) Students are allowed to bring in any materials, including their own notes. Such examinations must be specified as open examinations at the head of the paper. Open examinations cannot take place in the same room as other examinations.

Note: Where an examination is anything other than closed this will be specified on the examination rubric.

7.3 Where modules include assessment(s) by examination, students will be advised by the Module Leader of the form of examination (ie closed, restricted or open).

7.4 In the case of restricted examinations, where students are permitted to bring into the examination room their own texts (such as a case study) these will normally be provided in advance by the University. Students must be advised in advance of an examination, which texts are acceptable. All texts must be checked by the invigilator(s) prior to the start of the examination, to confirm they conform to the specification and do not contain unauthorised material, or annotations.

#### Timing and location

7.5 Examinations will only be held during the designated periods published in the [University Calendar](#).

7.6 Examinations may be held outside the University of Westminster premises.

7.7 Formal assessment and/or examinations for standard full and part-time courses should normally never be timetabled:

a) between 13.00 and 14.00hrs on any day (with the exception of individual examination arrangements, which may run over this time)

7.8 Where one module is studied by different student groups, any identical examination must be taken simultaneously.

7.9 Examinations of different durations will not normally be scheduled in the same room.

## Use of calculators, dictionaries, reference books and equipment in examinations

- 7.10 Where the use of calculators, specified reference books, or other equipment is permitted in the examination, this shall be clearly stated in the rubric of the examination paper. The type of calculator, title of book(s), or type of other equipment shall be clearly defined.
- Note: Students should be clearly advised by the Module Leader what equipment is, or is not allowed, to be taken into the examination room in advance of the examination.
- 7.11 Where a student is granted individual examination arrangements (see Section 8: Individual examination and assessment arrangements) arising from a special need such as dyslexia, the use of a dictionary (English or approved language) or other equipment may be permitted, where appropriate. All dictionaries and equipment must be approved in advance, according to standard procedures for the approval of individual assessment arrangements. Dictionaries must not contain any technical data of potential use to the student.
- 7.12 The use of dictionaries, including bilingual dictionaries, may be allowed only where their use has been specified under the assessment section of the relevant module pro forma, and this has been approved under the University's validation, review or minor modification procedures.
- 7.13 Examples of academic misconduct are given below. These are not exhaustive; any attempt on the part of one or more students to gain an unfair advantage may be construed as academic misconduct and dealt with under these regulations, irrespective of whether any benefit was gained by the student(s) concerned. Any student allegedly breaching the examination regulations will be reported for investigation in accordance with Section 10 Academic Misconduct.
- 7.14 Smart watches, mobile phones and other electronic devices are not permitted in the examination hall. Where a student is found taking into the examination hall or possessing while in the examination hall any device which permits communication with others or receipt of communication from others or receipt of information, the offence will be reported for investigation under Section 10.
- 7.15 Obtaining, or attempting to obtain, access to examination papers prior to the start of the examination.
- 7.16 The introduction and/or use in an examination room of books, notes, papers or devices of any kind other than those specifically permitted in the rubric of the paper. This includes, for example, the use of a memory calculator where the rubric provides for an ordinary calculator, and the use of any paper other than official examination stationery supplied by the University.
- 7.17 Copying, or attempting to copy, the work of another student, whether by looking at what they have written, or are writing, or by asking them for information, in whatever form.
- 7.18 Failing to comply with the instructions of an invigilator or any other instructions published on the examination answer booklet or examination question paper.
- 7.19 Removing (an) examination answer booklet(s) (whether completed or not) from an examination room.
- 7.20 Being party to any arrangement whereby a person other than the student fraudulently represents, or intends to represent, the student at an examination.

## Provisional examination timetable

- 7.21 The Senior Timetabling Manager, or nominee, shall prepare a provisional timetable for all formally invigilated examinations, taking into account University policy regarding the scheduling of such examinations.

Note: The timetable will indicate the intended date and time of each examination. Publication will be no later than six weeks before the date of the first examination. It must also state the Registry to which representations must be made in the case of any difficulty and the date by which such representations must be received (normally ten working days after publication).

- 7.22 The provisional timetable will be published online at [www.westminster.ac.uk/timetables](http://www.westminster.ac.uk/timetables).

### Student's responsibilities

- 7.23 It is the responsibility of each individual student to ensure they have checked the provisional timetable for examinations in relation to all modules for which they are registered, and in the case of difficulty, to make representations to the Registry concerned by the deadline date published on the timetable.

Note: It may be necessary for students to attend an examination on days, or at times, other than those on which they would normally attend the University. It may also be necessary for students to sit more than one examination on any one day. Such considerations shall not normally be valid grounds for a review of the timetable.

- 7.24 Where possible, formal assessment/examinations (and in-class tests) are not scheduled on the dates noted as "Religious Observance" within the University Calendar, as recognised by the University of Westminster for assessment purposes. If they have to be, however, students who profess a faith may inform their Registry of the clash. This must be done within ten working days of the publication of the provisional timetable for examinations. All reasonable efforts will be made to move the formal assessment/examination to another time, but in cases where this is not possible, students will be offered a deferral to the next available opportunity. In the case of in-class tests students should approach their module leader directly so that other arrangements may be made.

## Publication of the final exam timetable

- 7.25 The Senior Timetabling Manager, or nominee, shall publish a final examination timetable at least three weeks before the first examination online: [www.westminster.ac.uk/timetables](http://www.westminster.ac.uk/timetables). A copy shall also be lodged with all Site Services Managers.

- 7.26 If for any unforeseen reason the final examination timetable is changed students will be notified by the Registry.

### Student's responsibility

- 7.27 The final timetable may include changes from the provisional timetable. It is the responsibility of each individual student to ensure they have checked the final examination timetable in relation to all modules for which they have registered. Information about the examination timetable will not be disclosed by telephone.

Note: A student who has not completed enrolment, or is in debt to the University prior to the date for submission of the final piece of coursework, or the date of the first examination, whichever is the earlier, is not eligible to sit any examination(s).

## Preparation of question papers

### Pro Vice-Chancellor & Dean of Faculty's responsibilities

- 7.28 The Pro Vice-Chancellor & Dean of Faculty is responsible for ensuring examination papers are prepared in accordance with the following:

- a) arrangements for the drafting and typing of examination papers;
- b) consultation with the relevant external examiner(s);
- c) amendment and reproduction of examination papers;
- d) delivery of all examination papers on time in accordance with these regulations
- e) providing secure arrangements within the Faculty. Particular care must be taken where papers are being typed in an office to which students normally have access; access should be denied when papers are typed, stored and produced.

**Internal examiner's responsibilities**

- 7.29 Internal examiners are all those involved in teaching a module and setting and marking examination papers.
- 7.30 Module Leaders are internal examiners who may be responsible for co-ordinating the examination of the module.
- 7.31 Examination arrangements shall ensure the internal scrutiny of draft papers by internal examiners and, where the assessment of the papers may contribute to the final award classification, their subsequent scrutiny and comment by the appropriate external examiner(s).
- 7.32 Those setting examination papers must:
- a) specify the materials permitted (see 7.10 - 7.20);
  - b) specify the number of questions in the paper;
  - c) consider the breadth of material covered by the module, the element of choice and the time required for students to read and consider the paper;
  - d) where comments are received from external examiners, account must be taken of those comments in the production of the final paper.
- 7.33 Module Leaders must submit draft examination papers for approval to the relevant external examiners at least three weeks prior to the deadline for printing.
- Note: The deadline for printing is three weeks prior to the start of the examination period as detailed in the University Calendar.
- 7.34 All internal examiners involved in the setting of papers shall take account of the need for security at all times before submission to the Registry.
- 7.35 The final typed version of an examination paper shall be carefully checked by the internal examiner and at least one other person before being sent for printing and should specify if the examination is anything other than closed.
- 7.36 Unused drafts of question papers must be shredded or otherwise securely destroyed.
- 7.37 Referral/deferral examination papers shall normally be drawn up, approved and a copy provided to the Registry, at the same time as the original examination paper.
- 7.38 Each Registry Manager, or nominee, shall ensure that after printing, papers are packaged ready for the examination, clearly labelled, and securely stored.

## Appointment of invigilators

- 7.39 The Associate Director, Academic & Student Administration or nominee, is formally responsible for the appointment of invigilators. If an invigilator is appointed from outside the permanent staff of the University, the Associate Director, Academic & Student Administration or nominee shall be responsible for the briefing of, and any payment made to, such an individual.

Note: The senior invigilator will normally be a permanent member of University of Westminster staff. However, with the agreement of the Associate Director, Academic & Student Administration or nominee, an external invigilator may be designated to this role. This will normally be where the invigilator is deemed to have appropriate experience.

## Examination organisation

- 7.40 Examinations will be organised by the relevant Registry.
- 7.41 Sufficient invigilators must be designated to cover all examinations and to form a reserve list.
- 7.42 Two invigilators shall normally be present in each examination room. If more than fifty students are to be examined in any room, an additional invigilator shall normally be present for each additional thirty students (or part thereof). This regulation may be satisfied by the designation of an invigilator monitoring closely linked rooms. However, where only one invigilator has been designated to a room, this person must be a senior invigilator in accordance with regulation 7.41.

### Invigilator's responsibilities - general

- 7.43 An Invigilator may not delegate their appointment. If an invigilator is unable to fulfil his/her duties due to unforeseen circumstances, they should notify the Registry, who shall designate an alternative invigilator from the reserve list.
- 7.44 An invigilator must ensure the examination for which they are appointed runs smoothly and is conducted in accordance with the University of Westminster regulations.
- 7.45 An invigilator must give their undivided attention to the surveillance of students and must not take into the examination room any work or reading matter. Invigilators must be positioned so that the whole room can be observed.

### Senior invigilator's responsibilities - general

- 7.46 A senior invigilator has overall responsibility for the smooth running of the examination(s) they have been officially allocated.
- 7.47 It is the responsibility of the senior invigilator to ensure they are familiar with all of the University's regulations in relation to examinations.
- 7.48 A senior invigilator must:
- a) take charge of the examination, including the announcement of its start and finish;
  - b) take any appropriate action to meet unforeseen circumstances not covered by the assessment regulations. Such action will be reported on the Examination Incident Report form; and
  - c) take action in the event of a building evacuation (see 7.85 – 7.109).

## Before the examination

### Senior invigilator's responsibilities

- 7.49 It is the responsibility of a senior invigilator to collect all examination stationery including examination papers and a list(s) of students from the relevant Registry to ensure that an adequate supply is maintained throughout the examination. The examination paper should be collected at least 30 minutes before the start of the examination.

Note: The Registry will inform the senior invigilator if any students have agreed individual examination arrangements and are sitting the examination in sheltered accommodation.

#### **Invigilator's responsibilities**

- 7.50 Invigilators must under the direction of the senior invigilator, if present:

- a) arrive in the examination room at least 30 minutes before the scheduled start of the examination;
- b) ensure that the examination room is suitably prepared;

Note: Invigilators must ensure there are sufficient places for the number of students expected, that each place is provided with the materials, aids and equipment indicated on the paper, and with an answer book where required. Where two or more groups of students are undertaking different examinations in the same room, a clear indication of the division(s) must be agreed in advance.

- c) not admit students to the examination room until all preparation has been completed;
- d) seat students as directed by the senior invigilator;
- e) ensure the correct examination question papers are distributed to students before the examination starts and that each question paper is complete;
- f) ensure the signature of each student is obtained alongside their name on the list of students eligible to attend;

Note: If a student's name does not appear on the list of those eligible to attend, they shall be permitted to sit the examination and their name entered manually. The student should be advised that the paper may not be marked if it is later confirmed they were ineligible to sit for the examination.

If a student, whose name appears on the list of those eligible to attend, is absent from the examination, the signature space alongside their name should be left blank.

- g) ensure students have placed on their desk in full view their University of Westminster student identity (ID) card;

Note: If the clothes worn by any student for an in-class test or formal examination make the identification of that person difficult, they should bring with them to the examination room some form of identification with a signature and replicate that signature in the presence of the invigilator on request. Otherwise they will be required to reveal their features to an invigilator of the same gender in private, sufficiently to allow their identity to be checked. (See the Religion and Belief Policy).

- h) instruct students to carefully read the examination rules for students printed on the front of the examination answer booklet;
- i) ensure the examination commences at the time specified. If there is a significant delay, the reasons for it and the actual start and finish time should be reported on the Examination Incident Report form.

**Student's responsibilities**

- 7.51 Students must bring their University of Westminster identity (ID) card to examinations and display it on their desk during the examination.
- 7.52 Students may enter examination rooms only when permitted to do so by the invigilator and must follow the invigilator's instructions at all times.
- 7.53 Students may at the discretion of the invigilator, be admitted to the examination room up to 30 minutes after the start of the examination, provided no student has left the room, but not thereafter. No additional time will be given for any student arriving after the start of the examination.
- 7.54 Students must leave all personal effects except those required for, or authorised in connection with an examination in the place indicated by the Invigilator. All mobile telephones, alarm watches, or similar must be switched off.
- Note: No food or drink is permitted in the examination room other than small items of confectionery, or medicines on prescription and a small bottle of water.
- 7.55 If a student discovers they have unauthorised materials, including stationery, notes, or equipment not permitted in the rubric of the examination paper they must draw this to the attention of the invigilator immediately by raising their hand.
- 7.56 Before the examination commences students should check that they have the correct examination question paper, stationery, materials, aids and equipment.
- 7.57 Students must not commence writing, other than to complete identification details on the answer book, until the start of the examination is announced by the Invigilator.
- 7.58 Breach of any of the regulations in this section by a student, including failure to follow the directions of an invigilator, may be an examination offence (see Section 10).

**During the examination**

**Senior invigilator's responsibilities**

- 7.59 If, in the opinion of the senior invigilator(s), a student is causing a disturbance, they shall be warned, and required to withdraw from the examination room if they persist. They shall not be re-admitted. The time of their departure and the circumstances shall be reported using the Examination Incident Report form.
- 7.60 In the event of a student becoming ill (or similar emergency), the senior invigilator should complete a full report using the Examination Incident Report form.
- Note: Where the examination is taking place outside University of Westminster premises, or at a collaborative partner, the senior invigilator should take action as appropriate.
- 7.61 The senior invigilator shall inform students twice of the remaining time available, normally 30 minutes and 15 minutes respectively before the end of the examination.
- 7.62 The senior invigilator shall ensure that under no circumstances whatsoever is the room left unattended during any part of an examination.

**Invigilator's responsibilities**

- 7.63 It is the responsibility of the invigilator(s) to:
- a) ensure students are only admitted to the examination room up to thirty minutes after the official start of the examination, provided no student has left the room but not normally thereafter. If there are abnormal or mitigating circumstances, the invigilator has discretion to admit students to the examination later, provided no student has already left. No additional time will be given for any student arriving after the start of

the examination. However, the late arrival will be reported on the Examination Incident Report form;

- b) record any unusual circumstances on the Examination Incident Report form;
- c) collect the examination answer booklet of any students leaving early;
- d) authorise the absence any student who wishes to leave the examination room temporarily.

Note: Normally, not more than one invigilator shall leave the examination room for any purpose at any one time.

- e) Consult the Module Leader(s) or nominated representative in the event of a query on the examination question paper, who will normally be present in the room during the first 30 minutes. Any error or omission should then be corrected by brief oral announcement as authorised by the internal examiner, and noted on a board for students' reference during the examination. In the event of the Module Leader or nominated representative not being available, the invigilator(s) should not attempt to elucidate, or interpret an examination paper; where a student believes there to be some other error or ambiguity they should be advised to note their interpretation of the question in their answer. The senior invigilator shall record on the Examination Incident Report form all queries made about the examination question paper, the time and any announced corrections.

Note: Any correction should be communicated to students taking examinations in another examination room or in sheltered conditions.

#### **Possible breach of examination regulations**

7.64 If an invigilator observes a student apparently contravening the assessment regulations, the invigilator should normally require another invigilator to act as witness. The invigilator shall then:

- a) confiscate any unauthorised material in the possession of the student;
- b) endorse the student's answer booklet on the front cover with a note of the time the alleged offence was discovered; such endorsement should be signed by the invigilator and, where possible, countersigned by the second invigilator;
- c) note in the student's answer booklet the point at which the alleged offence was identified; this should be signed by the invigilator and, where possible, countersigned by the second invigilator;
- d) allow the student(s) in question to continue with the examination;
- e) inform the student(s) in question, either at the time, or at the end of the examination, that a report of the incident will be submitted to the Registry; and
- f) enter details of the circumstances on the Examination Incident Report form and send this, with a formal written report and any unauthorised materials confiscated from the student(s) to the Registry Manager, or nominee. This material must be forwarded to the Academic Standards Manager within one working day of the occurrence of the suspected breach for further investigation (see Section 10: Academic misconduct).

7.65 If a student reports that they have inadvertently brought an unauthorised item to their desk, the invigilator should remove the item, make a report on the Examination Incident Report form and report the full circumstances to the Registry Manager or nominee, who will then report the incident to the Academic Standards Manager. The student shall be permitted to continue the examination.

**Student's responsibilities during the examination**

- 7.66 When instructed, students must read the instructions on the question paper and answer booklet.
- 7.67 Students must remain silent and in their seats for the duration of the examination. If a student wishes to attract the invigilator's attention they should do so by raising a hand.
- 7.68 Students must remain in their seats throughout the examination and if given permission to leave the examination room temporarily, they must be accompanied by an invigilator (or nominee) at all times. Any student who leaves the examination room without the permission of an invigilator will be deemed to have withdrawn from the examination and will not be re-admitted to the room.
- 7.69 No student may leave the examination during the first 30 minutes, or the last 15 minutes of the scheduled examination, other than on the instructions of an invigilator.
- 7.70 Students may only use the official stationery provided.
- Note: Any rough work may be done on the answer booklet. A student found in possession of, or having completed work on, any other stationery, will be liable for investigation for a suspected examination offence (academic misconduct).
- 7.71 Under no circumstances should a student remove an answer booklet, examination question paper, or rough work from an examination room.
- 7.72 Whilst in the examination room students shall not read, or otherwise apprise themselves of the work of other students. During the examination students shall not communicate in any way with any person other than an invigilator. To attempt to do so constitutes academic misconduct.
- 7.73 Students must not disturb, or distract other students in any way. A student who in the opinion of the invigilator causes an unreasonable disturbance, and continues to do so after warning, shall be required to leave the examination room and will not be re-admitted.
- 7.74 A student who wishes to leave the examination room early must first attract the attention of an invigilator and have their answer booklet collected. They should take care not to disturb other students when leaving and must observe examination rules until out of the room.
- 7.75 A student whose answer booklet has been collected will not be re-admitted to the examination room.
- 7.76 Any student who leaves the examination room without the permission of an invigilator will be deemed to have withdrawn from the examination and will not be re-admitted.
- 7.77 When the end of the examination is announced by the invigilator, students must stop writing.
- 7.78 At the end of the examination students must remain seated and silent until all answer booklets have been collected, counted and until dismissed by the invigilator. Not to do so constitutes academic misconduct.

Note: Breach of any of these regulations constitutes an examination offence and will be reported under the University's breach of assessment regulations (see Section 10).

**Finishing the examination**

**Senior invigilator's responsibilities**

- 7.79 The senior invigilator shall announce the end of the examination and instruct students to stop writing.

- 7.80 The senior invigilator shall remind students that all work, including rough work, must be handed in and that no answer booklet, official stationery, or equipment is to be removed from the examination room. Students shall be reminded of the need to complete the front of their answer booklet(s) and, if special loose sheets are used, to attach these to the completed answer booklet(s) with the treasury tag(s) provided.
- 7.81 Before dismissing students, the senior invigilator must ensure all completed answer booklets are collected from each student who has signed the student attendance list and check that the number of students agrees with the number of answer booklets collected.
- 7.82 Students should be reminded that they must remain seated and silent until all answer booklets have been collected and counted and until dismissed by the senior invigilator.
- 7.83 The senior invigilator shall ensure the Examinations Incident Report form is correctly completed, and signed. Any unusual circumstances and action taken during the examination must be recorded and the form must be submitted to the Registry immediately after the examination.
- 7.84 The senior invigilator should return the signed attendance list and all answer booklets, including any unused answer booklets to the Registry.

Note: If it is not possible to return completed answer booklets and unused stationery immediately to the relevant Registry (e.g. after an evening, or off-site examination) the senior invigilator shall follow a process as stipulated by the Registry.

### **Procedures in the event of an emergency building evacuation**

- 7.85 For the purpose of these regulations, an examination shall be deemed to have started when students have begun to read the examination question papers. Where at the designated time of starting an examination, the building in which it was due to be held is closed as a result of an emergency building evacuation, the examination will normally start 15 minutes after the building has been re-opened.

#### **An evacuation occurring before the examination has started**

##### **Senior invigilator's responsibility**

- 7.86 If students are in the examination room, but the examination has not yet started, the senior invigilator should instruct students to evacuate the room(s) (leaving all examination answer booklets, rough work and examination question papers in the examination room) in an orderly manner as quickly as possible. The senior invigilator shall be the last to leave the room.
- 7.87 The senior invigilator shall, in liaison with the Faculty Registrar or nominee, decide given the circumstances whether the examination should continue or be abandoned. Consideration should be given as to whether continuing the examination will prejudice later examinations.
- 7.88 As soon as possible after the emergency is over, the senior invigilator will (re) enter the examination room. No students should be allowed to enter until instructed by the senior invigilator.
- 7.89 A full report of the circumstances of the building evacuation including the time of the interruption, the start and end time of the examination and the observations of the senior invigilator, shall be recorded on the Examination Incident Report form and returned to the relevant Registry.

##### **Invigilator's responsibility**

- 7.90 It is the responsibility of the invigilators to ensure that after the all-clear is given, they re-enter the building before students.

- 7.91 An examination disrupted because of an emergency may need to be re-scheduled. In such cases, students will be advised by the Registry, the date, time and location of the re-scheduled examination.

**Academic Registrar's Department responsibilities**

- 7.92 If emergency procedures occur during the examination period as detailed in the University Calendar, the Faculty Registrar, or nominee, should immediately determine which examinations have been affected. The Faculty Registrar, or nominee shall, in the case of an examination that has not yet begun, will liaise with the senior invigilators to determine which, if any, examinations should be abandoned.
- 7.93 The Faculty Registrar, or nominee, shall ensure where an examination needs to be re-scheduled, that students will be advised by the Registry, the date, time and location of the re-scheduled examination.

**Student's responsibility**

- 7.94 If an alarm sounds, students must leave their examination answer booklets, rough work and examination question papers and evacuate the room quickly and quietly. Under no circumstances should a student remove an answer booklet, rough work or an examination paper from the examination room.
- 7.95 It is the responsibility of the student to ensure they are present at the time when the building is re-opened. No examination students shall (re)enter the examination room until authorised to do so by the senior invigilator.
- 7.96 If an examination is re-scheduled it is the responsibility of the student to ascertain the revised schedule and to be present at the designated time and place for the examination.

**An evacuation occurring after the examination has started**

- 7.97 In the event of an emergency evacuation of the examination room (e.g. when the alarm sounds) any examination, which has already started, shall be terminated.

**Senior invigilator's responsibilities**

- 7.98 The senior invigilator will instruct students to stop writing, leave examination answer booklets, examination question papers, rough work and writing materials, etc. on their desks and evacuate the rooms in an orderly manner as quickly as possible. The senior invigilator shall be the last to leave the room.
- 7.99 As soon as possible after the emergency is over, the senior invigilator will re-enter the examination room and collect the answer booklets. The senior invigilator will take particular note of the security of the room, whether the answer booklets, or any other documents appear to have been disturbed and any other pertinent factors. No examination student shall re-enter the examination room until authorised to do so by the senior invigilator.
- 7.100 A full report of the circumstances of the building evacuation including the time of the interruption and the observations of the senior invigilator, shall be recorded on the Examination Incident Report form and returned to the relevant Registry.

**Invigilator's responsibility**

- 7.101 It is the responsibility of the invigilators to remain in the vicinity of the building so they may be the first to re-enter the building after the all-clear is given.

**Academic Registrar's Department responsibilities**

- 7.102 When an examination has been abandoned, the Faculty Registrar or nominee shall, as soon as possible after the examination, liaise with the Pro Vice-Chancellor & Dean of Faculty or nominee, examiner(s) for the subjects concerned the Course Leader, Module Leader and the Chair of the Faculty Quality Assurance Committee. The group shall constitute a sub-committee of the Assessment Board acting with delegated authority. The board shall determine whether to:

- a) accept the examination answer booklets (if any) as the full result of the examination;
- b) accept the examination answer booklets (if any) as part of the results and to set an appropriate additional assessment;
- c) void the examination and set a further question paper; or
- d) where appropriate, under the course assessment regulations, discount the examination and determine the results for students based on the remainder of their assessed work.

Note: A different decision may be given for examinations affected by the same incident. When considering the outcome the Assessment Board may consider the type of examination (open, or closed), level, assessment weighting, duration and any other factors deemed appropriate.

- 7.103 In determining what action to take in respect of an examination, which has been abandoned as a result of an emergency evacuation, the sub-committee of the Assessment Board shall take account of the overall pattern of assessment on the course and in the subject in question, the body of evidence available in respect of student performance in the subject, the role of the formal examination, the logistical implications of its decision and its impact on students. Wherever possible, the sub-committee should strive to ensure that students in their final year are able to complete their assessment within the current academic year.
- 7.104 The sub-committee will operate in the manner most appropriate to the issues; this need not necessarily involve a formal meeting. The Registry shall formally record the discussions and decisions of the sub-committee. The report must be agreed by all members of the sub-committee, and form part of the documentation for the Assessment Board.
- 7.105 Where the sub-committee has agreed that the examination forms part of the assessment in the subject, the mark sheet available to the Assessment Board shall make clear the proportion of the assessment constituted by the formal examination.
- 7.106 A full report of the circumstances of the case shall be made to the Assessment Board

#### **Student's responsibility**

- 7.107 If an alarm sounds, students must leave their examination answer booklets, rough work and examination question papers and evacuate the room quickly and quietly. Under no circumstances should a student remove an answer booklet, rough work or an examination paper from the examination room.
- 7.108 When the building is re-opened, students must not under any circumstances re-enter any examination room unless and until all answer booklets have been collected from the room by an invigilator and they are instructed to re-enter the building by the senior invigilator.
- 7.109 Where an examination has been terminated as a result of an emergency evacuation, it is the responsibility of the student to secure information on what alternative form of assessment, if any, is to be required in relation to that subject area, and to present themselves for assessment on the due date. Information will be available from the Registry.

### **Procedures in the event of severe disruption to public transport**

#### **Academic Registrar's Department responsibilities**

- 7.110 In cases of major disruption in travel, or other similar circumstances, the start time of examinations may be delayed. Where the dates of the disruption are known in advance, morning examinations scheduled on those dates may start and finish 30 minutes later than scheduled. It is the responsibility of the Faculty Registrar, or nominee, to determine if the circumstances warrant a later start time.

Note: The timings of afternoon and evening examinations will not normally be changed.

**Invigilator's responsibility**

- 7.111 On days of severe disruption only, students will be admitted to the examination room up to one hour after the start time of the examination; however, no additional time will be allowed.
- 7.112 No student will be admitted to any examination more than one hour after the start of an examination.
- 7.113 No student will be permitted to leave the examination room (other than where accompanied by an Invigilator) until one hour after the start of the examination.
- 7.114 Where a student arrives late, the invigilator will note the time of their arrival on the student attendance sheet.

**Student's responsibility**

- 7.115 It is the responsibility of each student to ascertain whether following disruption there has been a delay in the start time of the examination. If in any doubt, students should assume that the examination will start as originally scheduled;

Notes: Students are reminded that under the assessment regulations, it remains their responsibility to be present at the examination room in good time. Students are expected to make such arrangements as may be necessary to ensure that they arrive on time.

If students are likely to be affected by any transport disruption, they are advised to investigate immediately alternative travel arrangements, or opportunities for temporary accommodation near the examination location. Students should bear in mind that disruption to public transport inevitably puts pressure on other forms of transport services too, and are advised to allow more time for their journeys irrespective of their mode of travel.

Staff marking examination question papers will not make allowances for students' shortage of time, or any other effects of disruption. Assessment Boards have discretion to consider mitigating circumstances, which may include missing all or part of an examination due to disruption to public transport. It is the responsibility of any student affected to submit a mitigating circumstances claim to the relevant Registry at the earliest available opportunity.

**Feedback**

- 7.116 Students, during the period of their studies, shall have the opportunity to see an examination paper that they have completed and must be advised of their performance in relation to that paper.

Note: This is to enable students who have attempted an examination to receive feedback on their performance early within their programme of study. Advice may be provided, for example, in a one to one or group tutorial, or by means of written comment and provisional percentage marks so as to enable the student to understand the reasons for the mark obtained. Each Faculty should publish feedback arrangements in course and/or module handbooks.

## Part 3: Assessment regulations for taught courses

### Section 8: Individual examination and assessment arrangements

#### The University's responsibilities

The University is mindful of its responsibilities under the Equality Act 2010 and its need to make reasonable adjustments to appropriately accommodate the learning support requirements of disabled students. It is also aware of its responsibilities under the Disability Equality Duty to promote equality of opportunity for disabled people. Please contact [Disability Learning Support](#) for further information and advice.

#### Individual examination and assessment arrangements

- 8.1 Individual arrangements for examinations or assessments may be made for disabled students or students with long-term medical conditions which would affect their ability to undertake the proposed examination or assessment.
- 8.2 Individual arrangements may include additional time for an examination or coursework (see 8.11 and 8.12); the availability of sheltered facilities, such as a room for individual students, or a separate room with other students also requiring additional time (including facilities off-site where a student has exceptional difficulties in sitting an examination); the completion of work other than in handwriting; the provision of the question paper in an alternative form or of an alternative mode of assessment; the use of tape, Braille or other facilities, or the employment of an amanuensis and/or reader.
- 8.3 The purpose of an individual arrangement shall be to compensate for the restrictions imposed by the disability or medical condition, without impairing the validity of the assessment/examination and without giving unfair advantage relative to other students.

#### Procedures for making a request

- 8.4 Requests must be addressed to Disability Learning Support or to the Registry (for short term or temporary conditions). The office responsible for considering the claim will consult with appropriate individuals as required.
- 8.5 Individual arrangements for examinations and assessments for disabled students may be made if judged appropriate by the relevant Disability/Dyslexia Learning Adviser, based on the medical or diagnostic evidence submitted.
- a) This information is documented on the student's Learning Support Entitlement (LSE) form and sent to the Registry at least six weeks before the exams commence in order that the Registry can organise the appropriate arrangements.
  - b) A copy of the Learning Support Entitlement form is also given to the student and one is sent to the relevant Disability Tutor.

**Note:** Students should contact Disability Learning Support in the first instance in order to have their arrangements put in place and for further advice.

- 8.6 All requests for individual exam arrangements must be submitted as soon as possible and normally at least six weeks prior to the date of the first examination/assessment for which the arrangements are requested. Where the arrangements involve the cooperation of external agencies or the provision of external support (eg Braille translation) requests must be submitted at the earliest opportunity in order to meet potentially conflicting bookings and requirements of external agencies.

- 8.7 In complex cases, or where an alternative assessment may be more appropriate or there is a question over the reasonableness of a requested adjustment, a student's case may be referred to the Student Welfare Panel for consideration. The Student Welfare Panel derives its authority from Academic Council and its decisions on individual cases are binding.

### Students' responsibilities

- 8.8 It is a student's responsibility to notify the University of their requirements for support in assessment at the earliest possible opportunity. The University cannot accept responsibility for problems in assessment in cases where a student has chosen not to, or failed to, notify it of their requirements. Retrospective requests for alternative assessment arrangements, or for additional opportunities to sit for assessments, cannot be considered.
- 8.9 Disabled students, or students with SpLD (dyslexia, dyspraxia, and dyscalculia) should apply directly to Disability Learning Support on entry to their course, so that arrangements can be made to accommodate their requirements for alternative assessments and/or individual examination arrangements. For the purposes of these regulations, long term or permanent will be defined as a condition or disability that on the basis of documentary evidence, can reasonably be expected to last beyond the semester to which the claim refers.
- 8.10 Students with a short term or temporary conditions (eg a broken limb or other injury) may apply directly to the Registry Manager, or nominee, for individual examination or assessment arrangements. In all cases such applications must be submitted to the Registry at least six weeks before the relevant examination or assessment. For the purposes of these regulations, 'short term' or 'temporary' shall be defined as a condition that is only expected to affect assessment in the semester to which the claim refers.

Notes: Further information and the individual exam arrangements for temporary conditions request form is available online: [www.westminster.ac.uk/individual-exam-arrangements](http://www.westminster.ac.uk/individual-exam-arrangements).

In considering claims for short-term or temporary conditions, the Registry Manager, or nominee, will undertake whatever consultation is deemed necessary in arriving at a decision on the claim. This will normally involve consultation with the Disability Learning Support, and with other senior staff of the University, and may in some cases, involve consultation with external examiners or validating/professional bodies. Independent documentary medical or diagnostic evidence is required in support of all applications for individual examination or assessment arrangements.

- 8.11 Coursework extensions are not routinely granted and may only be agreed in exceptional circumstances by the Student Welfare Panel (see 8.7).

### SpLDs (dyslexia, dyspraxia, dyscalculia)

- 8.12 Students with SpLDs may either elect to undertake their written examinations with an additional time allowance of 15 minutes per hour, in a separate room with other students' also requiring additional time, and access to a Standard English dictionary (or approved foreign language dictionary). Alternatively, students with SpLDs may elect to take their examinations in a computer laboratory set aside for this purpose, with an additional time allowance of 15 minutes per hour.
- 8.13 The examination answer booklets of all students with SpLDs will be identified with a sticker to alert markers to the need to consult the marker's guidelines.
- 8.14 Students with SpLDs are permitted to use a personal tinted overlay where required in examinations and in-class tests.

### Consideration of requests

- 8.15 The outcome of the request shall be noted on the Learning Support Entitlement form. The student and relevant University staff will be notified in writing.
- 8.16 The employment of support workers e.g. amanuenses, readers, sign language interpreters, shall be the responsibility of the Registry Manager.
- 8.17 It shall be the responsibility of the Registry to ensure the agreed arrangements are carried out.

Note: Unless paid for by an individual students' Disabled Students Allowance, the costs of any individual examination or assessment arrangements shall normally be borne by the Faculty except in the case of 8.19.

### Chronic or long-term conditions

- 8.18 Students with a disability or long term, complex or chronic condition can seek a reasonable adjustment, which means they need not comply with University standard mitigating circumstance procedures.

Note: Reasonable adjustment includes not being required to submit repeat mitigating circumstances claims, additional time in examinations, or alternative assessments. Students should register their disability with Disability Learning Support and seek advice from a Disability Adviser, who may refer such cases to the Student Welfare Panel, or other University service as appropriate.

### International students: examinations in other countries

- 8.19 The University may permit students to sit for examinations outside the UK, in cases where:
- a) an international student who has completed their course is required to complete a deferral or referral examination in order to graduate; or
  - b) a student is required to undertake a period of residence abroad as part of their course (or on an approved Exchange) and this period of residence coincides with the University examination period. See Section 19.
- 8.20 Any student seeking to take an examination or re-sit an examination overseas must apply formally, (see 8.6) to the relevant Registry for individual assessment arrangements based on special circumstances. In such cases, if the proposal is agreed, an appropriate British Council office will normally be asked to conduct the examination. Any costs incurred must be borne by the student.

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## Part 3: Assessment regulations for taught courses

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### Section 9: Viva voce examinations

#### Definition of viva voce examinations

- 9.1 A viva voce examination is defined as a set of oral questions that assesses skills and knowledge.
- 9.2 A viva voce examination may be used in conjunction with other forms of assessment to determine an overall mark for a module. Where used for summative assessment, provisions for viva voce examinations must be detailed in the validated module pro-forma, be subject to a marking scheme and be applicable to the whole cohort.
- 9.3 Viva voce examinations can only be used to determine a final classification where there is a professional and statutory body (PSB) requirement to do so.

#### Cases of mitigating circumstances

- 9.4 A viva voce examination may be conducted as an alternative or additional assessment where very exceptional reasons for poor performance have been established and a valid claim of mitigating circumstances has been accepted (see Section 11). The Pro Vice-Chancellor & Dean of Faculty, or nominee, and the Academic Registrar, or nominee, shall liaise to determine the suitability of such a request.

#### Cases of suspected academic misconduct

- 9.5 A viva voce examination may be used where there is a suspicion of academic misconduct. Specific regulations apply to viva voce examinations of this kind please refer to Section 10 Academic Misconduct.

#### Procedures

- 9.6 A viva voce examination should be conducted by at least two subject specialists prior to the Assessment Board. In order to ensure transparency a record of discussions must be made. An External Examiner may see a sample of the written records of discussion, be given access to a video/audio recording, or attend a sample of the viva voce examinations.
- 9.7 It is the student's responsibility to ensure they are available for a viva voce examination on the date agreed with the Module Leader. Failure to attend without a valid mitigating circumstances claim will be treated as non-attendance.

Note: Where a student is aware in advance that they will not be able to attend, the student should liaise with the examiners to try and establish an alternative date. If no agreement can be made it is a student's responsibility to submit a claim of mitigating circumstances.

- 9.8 A viva voce examination should take place in term time, or during the allocated re-assessment week, unless otherwise agreed by all parties.

## Part 3: Assessment regulations for taught courses

### Section 10: Academic misconduct

#### Purpose

- 16.1 The University has a public duty to ensure that the highest standards are maintained in the conduct of assessment. The proper discharge of this duty is essential to safeguard the legitimate interests of its students and the University's academic standards and reputation. Academic misconduct is taken very seriously. The University will take action against any student who contravenes these regulations through negligence, imprudence, ignorance or by deliberate intent.
- 10.2 The purpose of the procedures described in these regulations is to obtain all relevant facts and to reach a fair decision based on the evidence available. The process to be observed at all hearings and meetings convened under these regulations is inquisitorial rather than adversarial. It is not a judicial process, although it should be recognised that the University has an authority deriving from its contractual relationship with the individual Student and from the Student's agreement to be bound by the regulations in force in the period of study for which s/he is a student.
- 10.3 Any student subject to academic misconduct proceedings in accordance with these regulations may obtain advice and guidance from the Academic Standards Manager or from the Students' Union.

#### Definitions

For the purpose of these regulations:

- 10.4. 'Student', unless specifically qualified otherwise, is defined as any person pursuing a course, module or programme of study offered by the University, whether or not currently in attendance, suspended, interrupted, or on placement.
- 10.5. 'Former student' is defined as any student no longer pursuing a module, course or programme of study offered by the University, having successfully completed their studies or having terminated their studies for any other reason.
- 10.6. 'Friend' is defined as a currently registered student of the University, a sabbatical officer of the University of Westminster Students' Union, or member of University staff.
- 10.7. 'University' shall be defined as the University of Westminster and shall encompass all activities, property and assets under the formal authority of the Court of Governors, including property occupied by the University of Westminster Students' Union and assets purchased by the Students' Union from public funds.
- 10.8. 'Material irregularity' means the University has not acted in accordance with its own regulations or procedures, or has not acted with procedural fairness, and that this failing on the part of the University is so significant that it has had a material impact on the outcome. I.e. had it not been for this failing the outcome would probably have been substantively different.

#### Scope

- 10.9. These regulations apply to all taught undergraduate and postgraduate students, and to former taught undergraduate and postgraduate students in relation to assessment previously undertaken whilst a student of the University. Separate regulations pertain to the academic misconduct of postgraduate research students.

- 10.10. These regulations will also be applicable to all taught undergraduate and postgraduate students (and former students) undertaking a course leading to an award of the University but delivered under a collaborative arrangement with a partner institution, unless otherwise agreed and stated in the partnership agreement.
- 10.11. An allegation of academic misconduct may be investigated at any point, whether or not a final mark has been assigned to the work in question.
- 10.12. Exceptionally, an alleged offence may come to light after an Assessment Board has met and agreed results have been published. In such cases, the allegation must be referred directly to the Academic Standards Manager, who will consult with the Chair of the Assessment Board. They will take account of the seriousness of the offence, the time, which has elapsed since it was committed, the reasons why it was not discovered earlier, and the regulations of any external validating or professional body, in determining whether or not to proceed with the case.

### **General Principles**

- 10.13. The Faculty Quality Assurance Committee acts on behalf of Academic Council in overseeing the implementation of the quality assurance process within each Faculty. This includes responsibility for monitoring cases of academic misconduct to ensure the University maintains its academic standards.
- 10.14. The Academic Standards Manager has oversight of all cases of academic misconduct in order that s/he can ensure consistency and carry out the University's reporting requirements. This will include responding to requests for information under the Freedom of Information and Data Protection Acts.
- 10.15. Students involved in academic misconduct procedures shall have the right to be accompanied to any meeting or hearing by a 'friend', as defined above. The role of the friend is to provide moral support during a meeting or hearing. They may make representations on behalf of the student. The friend cannot be a witness to the case under consideration. Legal representation is not permitted at any meeting or hearing convened under the provisions of these regulations.
- 10.16. The University will wherever possible seek to adhere to the time limits outlined in this procedure; however, in cases where there are special circumstances which require variance from specified time limits, the student will be advised of the reasons for this by the Officer handling the investigation or hearing.
- 10.17. Students will be given the opportunity to attend hearings and meetings in person. The University reserves the right, however, to proceed with any investigation or hearing in the absence of a student, subject to the student having been properly notified of the date and time of the hearing.
- 10.18. The University reserves the right not to proceed with any investigation following an allegation of academic misconduct against a student if it is considered that there are insufficient grounds or evidence to do so.
- 10.19. During the application of these regulations, the University reserves the right to adjourn any investigation or hearing and reconvene at a later date.
- 10.20. The standard of proof to be adopted during the application of these regulations will be the balance of probabilities.
- 10.21. If it is determined, at any stage, that a false allegation has been made by a student or member of staff with vexatious or mischievous intent, the University may initiate an appropriate disciplinary process against the person or persons making that allegation.

- 10.22. Where a student is enrolled on a course that is regulated by a professional, statutory or regulatory body (PSRB) and that student is found, under the provisions of these regulations, to have committed academic misconduct, the University may, depending on the nature of the offence, be obliged to report that fact to the PSRB.
- 10.23. Written communications will be sent to the student's University e-mail address. Students are expected to check regularly their University e-mail account. Written communications may also be sent to the current term-time address (during term-time) or home address (out of term-time) as recorded on the University's student record system. Students are responsible for ensuring that these contact details are kept up to date. Non-receipt of properly addressed and dispatched correspondence will not be accepted as valid grounds for delay or annulment of procedures or outcomes under these regulations, nor will it be accepted as grounds for appeal.
- 10.24. All references to the Academic Standards Manager include his/her nominees who are working under his/her authority, or other appropriate officer nominated by the Academic Registrar.
- 10.25. Where a student is found to have committed academic misconduct this will be recorded on the student's file and retained in accordance with the University's records retention schedule. The Student's misconduct record may be referred to in future references, and will be referred to should any subsequent allegation of academic misconduct be reported.
- 10.26. All decisions taken under this section shall take full account of natural justice, fairness and equity, and all penalties should be applied consistently within, and between, proceedings at an Academic Misconduct Meeting and proceedings by the Academic Misconduct Panel Hearing.
- 10.27. These regulations provide guidance on the appropriate penalties. Each body which imposes a penalty has the discretion to vary the penalty it can impose, but must provide clear reasons as to why they have varied the penalty.
- 10.28. Any penalty imposed as the result of an academic misconduct investigation overrides any decision taken with regard to a mitigating circumstance claim in respect of that assessment.
- 10.29. No penalty may be imposed for academic misconduct other than in accordance with the provisions of these regulations.
- 10.30. In general, the University will not consider mitigation in cases of academic misconduct. Students who are unable to complete an assessment, through illness or other personal circumstances, should apply for mitigation through the appropriate channels at the time that the circumstances and/or illness occurs, and such circumstances cannot be considered as an excuse for academic misconduct.
- 10.31. Where a student is found to have committed academic misconduct in an assessment component, that fact will not necessarily preclude the condonement of a module where condonement is permitted in accordance with the academic regulations.
- 10.32. For the purpose of these regulations, 'examination' includes both written and oral examinations, and course tests. 'Assessed coursework' includes coursework, essays, assignments, in-class assessments, laboratory tests, projects, dissertations, practical work, presentations, placements, or field trip reports, designs, theses, artefacts, digital photographic media, and computer-based analyses, etc.
- 10.33. In accordance with the University's *Academic Integrity Policy*, in cases where a student is found to have plagiarised and it is the student's first such offence at the University, the student will normally be required to attend a tutorial on academic writing, referencing and plagiarism avoidance. In such cases involving level 3 or Level 4 students, a penalty will normally only be imposed in extreme cases. This is reflected in the plagiarism tariff below.

### Definition of Academic Misconduct

- 10.34. Academic misconduct is where a student gains, or seeks, attempts or intends to gain, advantage in relation to assessment, either for him/herself or for another person, by unfair or improper means.
- 10.35. An act of academic misconduct is committed regardless of whether or not the student intended to commit the act. For example, plagiarism may be committed irrespective of whether or not the student intended to deceive the examiners. The intention or otherwise of a student to deceive the examiners will not normally influence the penalty imposed.

### Types of Academic Misconduct

#### The following is a non-exhaustive list of types of academic misconduct:

- 10.36. **Collusion** is where a student either:
- i) presents for assessment work done in collaboration with another as entirely his/her own; or
  - ii) collaborates with another student on work which is submitted as that other student's work.
- 10.37 Where students in a class are instructed or encouraged to work together in the pursuit of an assignment or other assessed task, such activity is regarded as approved collaboration and not collusion, although there may be a requirement for each student to identify his/her own contribution.
- 10.38 Students may not lend their work which has been submitted for assessment to another student, this includes former students. Students should treat their academic work as their own property. It is a student's responsibility to protect their own work. Students should ensure that electronic copies of their work are stored securely and cannot be copied or stolen by another person; for example, in computer laboratories. Student IDs and passwords are for the exclusive use of the account holder, and must never be shared.
- 10.39 **Plagiarism (including self-plagiarism)** is where a student either:
- i) presents work for assessment which contains the unacknowledged published or unpublished words, thoughts, judgements, ideas, structures or images of some other person or persons. This includes material downloaded from electronic sources, and material sourced or contracted from a third party; or
  - ii) presents for assessment work which that student has previously submitted for assessment as part of the same or another module or course, or at another institution. This is known as self-plagiarism, and relates to the principle that a student may not receive credit for the same piece of work more than once unless specifically required to resubmit work as a requirement of re-assessment.

It is not an offence for a student to draw upon the work or ideas of another person where this is appropriately acknowledged. Plagiarism can be avoided by the accurate use of academic apparatus including quotation marks, the provision of detailed references and a full bibliography. Quotations from the published or unpublished work of other persons must always be attributed, both at the appropriate point in the text, and in the bibliography at the end of the piece of work. Extensive quotations, close paraphrasing, copying from the work of another person, including another student, or using the ideas of another person, without proper acknowledgement, may constitute plagiarism.

- 10.40 **Examination Offences** include, but are not limited to:
- i) taking unauthorised material into the examination room;
  - ii) making use of unauthorised material in the examination room;
  - iii) communicating or attempting to communicate in any way with another student during the examination;

- iv) failure to comply with an invigilator's instructions;
- v) being party to any arrangement whereby a person other than the student fraudulently represents, or intends to represent, the student at an examination.
- vi) any other breach of examination regulations (see Section 7) in which the student is seeking to gain an unfair advantage.

10.41 Examples of **Dishonest Practice** include but are not limited to:

- i) offering a bribe or inducement to any staff (academic or administrative) involved in the assessment process;
- ii) seeking to obtain access to confidential information e.g. examination questions, prior to the examination;
- iii) making false declarations to the Mitigating Circumstances Board
- iv) falsifying transcripts, certificates or other official University documentation relating to assessment outcomes.

10.42 This list is not exhaustive; any attempt on the part of one or more students to gain an unfair advantage may be construed as academic misconduct and dealt with under these regulations, irrespective of whether any benefit was gained by the student(s) concerned.

## Reporting Allegations of Academic Misconduct

### Examination or Tests

10.43 If, during an examination, an invigilator believes that a student has engaged in academic misconduct s/he shall normally inform the student and endorse the student's answer book with details of the alleged misconduct, the time the alleged misconduct was identified, and with her/his name. Any prohibited material will be removed and retained. The student shall then be permitted to continue, in a new answer book. A written report of the incident shall be made on the exam incident report form which must be submitted to the Faculty Registry Office at the end of the exam. The Faculty Registry Office should notify the Module Leader of the incident. A copy of the student's exam script, the incident report form, and any confiscated material should be submitted within 5 working days to the Academic Standards Manager.

### Other Assessments

10.44 Where any member of staff or student suspects that a student has committed academic misconduct, s/he shall inform the Module Leader in writing as soon as is practicable, copied to the Faculty Registrar and the Academic Standards Manager.

10.45 Where an external examiner establishes that there is, in her/his view, evidence of academic misconduct, s/he shall notify the Module Leader,

## Procedures in the event of suspected academic misconduct

10.46 Following the notification to the Module leader of a suspicion or allegation of academic misconduct, the Module Leader will review the evidence provided, and will reach one of the following judgements: normally within 15 working days of receipt of the allegation:

- i. that there is no case to answer, in which case the assessment will be marked as normal and without prejudice;
- ii. that, in the case of an allegation of plagiarism, the work reflects poor scholarship (e.g. inappropriate or excessive use of sources and/or inappropriate referencing) but falls short of academic misconduct, in which case the work will be returned for marking on its merits;
- iii. that academic misconduct has occurred, in which case the Module Leader shall provide a written report, including all relevant evidence, to the Academic Standards Manager.

The report<sup>1</sup> of academic misconduct shall:

- a) specify the full name(s) and student ID number(s) of the student(s) to whom it relates;
  - b) be signed and dated by the Module Leader;
  - c) state the basis and the evidence on which the allegation has been made and be accompanied by all the relevant evidence;
  - d) provide details of the assessment, including the coursework or examination questions, the weighting of the item of assessment and any information provided to students concerning academic conventions and practices that is relevant to the case.
- iv. that, in the case of an allegation of plagiarism or collusion, there is uncertainty on the part of the Module Leader regarding the authenticity of the student's work, in which case a viva may be held to establish the authenticity of the work submitted and inform the Module Leader's judgement. The following procedures must apply:
- i. two members of academic staff (at least one of whom must be a subject specialist) must be present;
  - ii. the student must be advised in advance in writing of the reason for the viva being held;
  - iii. staff present at the viva must make a record of the discussions; these may be used to form the evidence base for any future investigation. A copy of these records will be provided to the student.
  - iv. Where a student has been offered two separate dates for the viva and either does not reply within 10 working days or declines all two dates absent exceptional reason with supporting evidence, the work will be treated as a non-submission and a mark of zero will be recorded for the assessment component. This decision must be reported to the Academic Standards Manager.

10.47 Upon receipt of a report of academic misconduct from a Module Leader, the Academic Standards Manager shall refer to the Table of Penalties (below) and will determine, in liaison with the Module Leader if required, the nature of the alleged offence and the consequent offence category.

10.48 Where, in accordance with the Table of Penalties, the offence is deemed by the Academic Standards Manager to be a Category 1 offence (see Table of Penalties) and so is not sufficiently serious to warrant referral to an Academic Misconduct Panel Hearing and where it is the student's first or second offence, the Academic Standards Manager shall, normally within 10 working days of receipt of the Module Leader's report, determine the appropriate penalty to be applied to such an offence and shall write to the student:

- i. to present the allegation;
- ii. to confirm that it is the Module Leader's judgement that the student has committed academic conduct;
- iii. to provide the student with details of the allegation and copies of all of the evidence that has been submitted;
- iv. to inform the student of the penalty to be applied (note that while the Academic Standards manager may vary the penalty from that recommended by the Table of Penalties in accordance with paragraph 10.27 above, the penalty may not be more severe than those available as a Category 1 Penalty);
- v. to invite the student to either:
  - a) admit the allegation and accept the penalty, in which case the penalty will be applied without further right to appeal, and this will constitute the completion of the University's internal procedures; or

<sup>1</sup> A pro forma Report Form is available via the [Assessment Offence website](#)

- b) admit the allegation but not accept the penalty, in which case the matter will be referred for consideration at an Academic Misconduct Meeting (see paragraphs 10.49 to 10.53 below); or
  - c) deny the allegation, in which case the matter will be referred for consideration at an Academic Misconduct Meeting (see paragraphs 10.49 to 10.53 below).
- vi. to request that the student responds within 10 working days. Failure to respond within 10 working days will be regarded as admission of the allegation and acceptance of the penalty.
- 10.49 Where, in accordance with the Table of Penalties, the offence is deemed by the Academic Standards Manager to be a Category 2 offence (see Table of Penalties) and so is sufficiently serious to warrant referral to an Academic Misconduct Panel Hearing, or where the alleged offence is the student's third or subsequent offence, or where the Academic Standards Manager is unable to determine the category of the alleged offence, the Academic Standards Manager shall, normally within 30 working days of receipt of the Module Leader's report, convene a Hearing of the Academic Misconduct Panel. The Academic Standards manager shall write to the student, normally within 10 working days of receipt of the Module Leader's report, to advise the student of the allegation and that the matter is to be referred to an Academic Misconduct Panel Hearing (see paragraphs 10.54 to 10.70 below).

### Academic Misconduct Meeting

- 10.50 Where a student contests the allegation or the penalty in accordance with paragraph 10.48 v. b) or c) above, the student will have the opportunity to present his/her case in person in a meeting with the Chair of the Faculty Quality Assurance Committee, or nominee, and a nominee of the Academic Standards Manager. This is the Academic Misconduct Meeting.
- 10.51 The student will be offered two separate dates for the meeting. If the student either does not reply within 10 working days, or declines all dates without good reason, the penalty will be applied and the case will be considered closed. Where a student does not attend at a previously agreed meeting the meeting will continue in their absence.

A student may choose to be accompanied by a friend (see definition of 'Friend' above).

- 10.52 As a result of an Academic Misconduct Meeting the Chair of the Faculty Quality Assurance Committee, or nominee, and nominee of the Academic Standards Manager will determine either:
- i) that there is no case to answer, in which case the work will be marked as normal and without prejudice; or
  - ii) that, in the case of an allegation of plagiarism, the work reflects poor scholarship (e.g. inappropriate or excessive use of sources and/or inappropriate referencing) but falls short of academic misconduct, in which case the work will be returned for marking on its merits; or
  - iii) that the student has committed academic misconduct, and that the original penalty stands; or
  - iv) that the student has committed academic misconduct, however as a result of mitigating factors presented by the student a reduced penalty shall be imposed; or
  - v) that the student has committed academic misconduct, and a more severe penalty shall be imposed (any penalty imposed must not be more severe than those available as a Category 1 penalty in accordance with the Table of Penalties); or
  - vi) that the student has committed academic misconduct, however new evidence suggests that the offence is more serious than previously believed and, in

accordance with the Table of Penalties, warrants referral to the Academic Misconduct Panel Hearing; or

- vii) that it is unclear whether or not the student has committed academic misconduct, in which case the matter shall be referred to the Academic Misconduct Panel Hearing.

10.53 In determining an appropriate penalty, the Chair of the Faculty Quality Assurance Committee, or nominee, and nominee of the Academic Standards Manager, shall bear in mind the implications of that penalty in the context of the academic regulations.

10.54 On completion of the Academic Misconduct Meeting the Academic Standards Manager will write to the student concerned, normally within 10 working days of the Meeting, advising him/her of the decision of the Meeting, including the reasons for that decision, and of their right to appeal (see regulation 10.71). Note that at this stage a student may only appeal where the Academic Misconduct Meeting has determined either 10.51 iii), iv) or v). Where the Academic Misconduct Meeting has determined either 10.51 vi) or vii) the matter is referred to the Academic Misconduct Panel Hearing and the student will only have a right of appeal upon the conclusion of that Hearing.

### Academic Misconduct Panel Hearing

10.55 An Academic Misconduct Panel Hearing will be convened in the following circumstances:

- i) where, in accordance with the Table of Penalties, the alleged offence is sufficiently serious to warrant referral to an Academic Misconduct Panel Hearing (see paragraph 10.48 and 10.51 vi) above); or
- ii) where the alleged offence is the student's third or subsequent offence (see paragraph 10.48 above); or
- iii) where, following an Academic Misconduct Meeting, it is unclear whether or not the student has committed academic misconduct (see paragraph 10.51 vii) above).

10.56 An Academic Misconduct Panel Hearing will be convened by the Academic Standards Manager, normally within 30 working days of receipt of the Module Leader's report or of the determination of the Academic Misconduct Meeting.

10.57 The membership of an Academic Misconduct Panel shall be as follows:

- i) Dean of Faculty, or nominee (Chair);
- ii) Two members of academic staff, who are not known to, or have not at any time taught, the student concerned; and
- iii) A student<sup>2</sup> member, nominated by the Students' Union, who is not known to the Student and who has had no prior involvement in the case.

The Academic Standards Manager shall act as Secretary to the Panel.

10.58 The quorum for a Hearing of an Academic Misconduct Panel shall be three, including the Chair.

10.59 The Academic Standards Manager shall write to the student, normally within 10 working days of receipt of the Module Leader's report or of the determination of the Academic Misconduct Meeting. The letter shall:

- advise the student of the allegation that has been made;
- advise the student that the case will be considered by an Academic Misconduct Panel Hearing;
- enclose all evidence received to date;

<sup>2</sup> For the purpose of this regulation, 'student' shall be deemed to include a sabbatical officer of the Students' Union

- enclose a copy of these regulations;
- advise the student that he/she will be notified of the date of the Hearing in due course;
- advise the student of his/her right to attend the Hearing, to submit a written statement, to call witnesses to attend the Hearing (and that it will be the Student's responsibility to arrange attendance), and for witnesses to submit written statements;
- advise the student of his/her right to be accompanied at the Hearing by a Friend, and who may act as a Friend (see definition of Friend)

10.60 The Academic Standards Manager, acting as Secretary to the Panel, shall identify witnesses and other individuals who might be able to facilitate the establishment of the facts of the case. The Academic Standards Manager shall invite all such individuals to submit a written statement detailing what they know of the case, and to attend the Hearing. Such individuals cannot be compelled to attend the Hearing, however the Module Leader would normally be expected to attend.

10.61 The student against whom the allegation has been made may also invite witnesses to submit a written statement and to attend the hearing. The names of any such witnesses, along with any written statements, must be submitted to the Academic Standards Manager at least four working days before the Hearing in order to allow the Panel sufficient time to consider the documentation.

10.62 The student may also submit a written statement in support of their case. This must be submitted to the Academic Standards Manager at least four working days before the Hearing.

10.63 Once the date of the Hearing is confirmed and all evidence in support of the allegation has been received, the Student Regulations Team shall write to the student again, at least ten working days in advance of the hearing. This letter shall:

- confirm the date, time and venue of the Hearing;
- inform the student of the names of the Panel members;
- set out in detail the allegation that has been made;
- enclose and itemise all evidence in support of the allegation which the Hearing will be considering;
- invite the student to submit a written statement and any other evidence in support of his/her case, including witness statements, and confirm the deadline for their submission;
- remind the Student of his/her right to be accompanied by a Friend who may speak on his/her behalf (see definition of Friend); invite the Student to submit the names of any and all witnesses that s/he will be calling to attend the Hearing, and confirm the deadline for this submission;
- enclose a copy of these regulations;
- advise the student that should s/he fail to attend, the Hearing will proceed in his/her absence.

10.64 Following the deadline for receipt of the student's submission of written statements, evidence, and names of witnesses, the Academic Standards Manager will collate all documentation and, at least three working days before the Hearing, circulate to Panel members and to the student, along with an agenda and an itemised list of all evidence to be considered.

10.65 The Panel shall have absolute discretion to regulate its own procedures, but will normally conduct its hearing as follows:

- The Chair will explain the process to be followed, will detail the allegations that have been made, and will summarise the evidence that has been received in support of those allegations;
- the Panel will ask questions of the Student and all witnesses;
- the Student and all witnesses will answer questions for the Panel;

- the Student will have the opportunity, through the Chair, to ask questions of the witnesses and to make a final presentation to the Panel;
- the Panel will deliberate in private;
- the Chair will present the findings and the reasons for the decisions of the Panel, or advise the Student(s) that these will be forwarded to him/her in writing, normally within five working days of the Hearing;
- a formal record shall be kept of the Panel meeting.

10.66 The student will have the right to be present throughout the Hearing in order to hear all of the evidence presented.

10.67 However the absence of the student will not prevent the hearing from taking place, nor invalidate the proceedings.

10.68 Where the Panel determines that an offence has been committed, the Panel shall be guided by but not constrained by the penalty tariff.

10.69 When determining the sanction, the Panel will take into account the following factors:

**i. Severity of Offence**

The sanction applied will reflect the severity of the offence, taking into account the obligations on the University to uphold its academic standards and reputation.

**ii. Previous Offences**

Where a student has previously admitted, or been found by an Academic Misconduct Panel or an Academic Misconduct Meeting, to have committed an offence of academic misconduct the sanction applied will normally be more severe than had it been the student's first offence.

**iii. Impact on Other Students**

Where the offence has had, could have had, or was intended to have an adverse effect on the standing or wellbeing of another student or students, the sanction applied may be more severe than had this not been the case. The Panel may additionally refer a student for disciplinary action in accordance with the University's Student Disciplinary Regulations.

**iv. Weighting of Assessment task**

An offence committed in respect of a high weighting assessment task, such as a final year dissertation or project, may be penalised more severely than an offence in respect of a lower weighting task.

10.70 Once the Hearing is concluded and all evidence has been considered, the Panel will determine either:

- i) that there is no case to answer, in which case the work will be marked as normal and without prejudice; or
- ii) that, in the case of an allegation of plagiarism, the work reflects poor scholarship (e.g. inappropriate or excessive use of sources and/or inappropriate referencing) but falls short of academic misconduct, in which case the work will be returned for marking on its merits; or
- iii) that the student has committed academic misconduct, in which case the Panel will agree an appropriate penalty.

10.71 In addition to the penalties that are available for Category 1 offences (see Table of Penalties), the Panel may impose one of the following penalties:

- i. that the student be awarded 0% for all assessment components within the module;
- ii. that the student be awarded 0% for all assessment components within the module with no right to referral;

- iii. that the student be awarded 0% for all assessment components within the module with no right to re-assessment;
- iv. that the student be awarded 0% for all assessment components at that level;
- v. that the student be awarded 0% for all assessment components at that level with no right to referral;
- vi. that the student be awarded 0% for all assessment components at that level with no right to re-assessment;
- vii. that the student be awarded 0% for all assessment components at that level and be permanently excluded (expelled) from the University;
- viii. that the student be awarded 0% for all assessment components for that course and be permanently excluded (expelled) from the University;
- ix. that the student be awarded 0% for all assessment components at that level and the student's award be revoked. This decision must be approved by Academic Council in accordance with regulations 20.20 – 20.22;
- x. that the student be awarded 0% for all assessment components for that course and the student's award be revoked. This decision must be approved by Academic Council in accordance with regulations 20.20 – 20.22;

## Appeals

- 10.72 Where a student is dissatisfied with the outcome of an Academic Misconduct Meeting or an Academic Misconduct Panel Hearing, a student may submit an appeal to be considered by the Associate Director, Academic Quality and Standards.
- 10.73 An appeal must be submitted, along with all relevant evidence, to the Associate Director, Academic Quality and Standards within 10 working days of the publication of the decision being appealed.
- 10.74 An appeal may be based on one or both of the following grounds only:
- a) that new evidence has become available which has a direct bearing on the case which was not, and which could not reasonably have been made available at the time the case was considered; or
  - b) that there has been material irregularity in the conduct of the academic misconduct process.
- 10.75 The Associate Director Academic Quality and Standards will consider the appeal and make one of the following determinations. In considering the appeal the Associate Director, Academic Quality and Standards may seek further information or clarification from the student or from any person involved in the case:
- i) that one or more of the grounds for appeal have been met, in which case the appeal is upheld and the case will be referred back to either the Academic Misconduct Meeting or the Academic Misconduct Panel Hearing, as appropriate, to be considered afresh. The Associate Director, Academic Quality and Standards may also make recommendations to the Meeting or Panel Hearing.
  - ii) That neither ground for appeal has been met, in which case the appeal is rejected and the University's internal procedures will be complete.

- 10.76 Following the completion of the University's internal procedures, the student may be eligible to apply to the Office of the Independent Adjudicator (OIA) for an external review of the appeal. Information of the OIA's procedures are available online: [www.oiahe.org.uk](http://www.oiahe.org.uk)

## Appendix 1

### Table of Penalties

The University strives to ensure fairness and consistency across the Faculties in the application of penalties and has adopted a Table of Penalties for use. The principle behind the table is simple, and serves to ensure that all students are aware of the possible penalties that they may receive if they are found guilty of academic misconduct.

In accordance with paragraph 10.27, the penalties stated below are recommendations. Each body which imposes a penalty has the discretion to vary the penalty it can impose, but must provide clear reasons as to why they have varied the penalty.

In accordance with paragraph 10.49, where a Category 1 offence is a 3rd or subsequent offence, it may referred to the Academic Misconduct Panel Hearing and a more severe penalty may be applied.

This list of offences is not exhaustive. Where an alleged offence, or near equivalent, is not represented in this table the Academic Standards Manager will normally, in accordance with paragraph 10.49, refer the matter to be considered at a hearing of the Academic Misconduct Panel.

Refer to paragraph 10.71 for the penalties available to the Academic Misconduct Panel.

**Table 1 - Plagiarism Penalty Table**

Offence	Extent <sup>3</sup>	L3 / L4		L5 / L6 / L7
		1st offence	Subsequent Offences	
Fully referenced but closely paraphrased / excessive use of sources	Any amount	Poor scholarship - no misconduct - mark on merits	Poor scholarship - no misconduct - mark on merits	Poor scholarship - no misconduct - mark on merits
Unreferenced paraphrasing, but not verbatim.	Less than 10% of work	CATEGORY 1 Formal warning - mark on merits*	CATEGORY 1 Formal warning - mark on merits*	CATEGORY 1 Formal warning - mark on merits*
	Between 10% and 50% of the work	CATEGORY 1 Formal warning - mark on merits*	CATEGORY 1 Mark on merits*, but mark for assessment component capped at pass mark	CATEGORY 1 Mark on merits*, but mark for assessment component capped at pass mark
	Above 50% of the work	CATEGORY 1 Mark on merits, but mark for assessment component capped at pass mark	CATEGORY 1 Mark of 0% for assessment component	CATEGORY 1 Mark of 0% for assessment component
	100% of the work	CATEGORY 1 Mark of 0% for assessment component	CATEGORY 2 Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	CATEGORY 2 Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.

<sup>3</sup> This is an approximate value and is not to be based on the percentage indicated by Turnitin or Safe Assign. These systems are only a tool to detect potential plagiarism; they are not 'plagiarism detection systems'. Academic judgment is required to determine whether or not a student may have plagiarised.

<b>Unreferenced and verbatim (no quotation marks)</b>	<b>Less than 10% of the work</b>	<b>CATEGORY 1</b> <i>Formal warning - mark on merits*</i>	<b>CATEGORY 1</b> <i>Mark on merits*, but mark for assessment component capped at pass mark</i>	<b>CATEGORY 1</b> <i>Mark on merits*, but mark for assessment component capped at pass mark</i>
	<b>Between 10% and 50% of the work.</b>	<b>CATEGORY 1</b> <i>Formal warning - mark on merits*</i>	<b>CATEGORY 1</b> <i>Mark of 0% for assessment component</i>	<b>CATEGORY 1</b> <i>Mark of 0% for assessment component</i>
	<b>Above 50% of the work</b>	<b>CATEGORY 1</b> <i>Mark of 0% for assessment component</i>	<b>CATEGORY 2</b> <i>Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.</i>	<b>CATEGORY 2</b> <i>Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.</i>
	<b>100% of the work</b> <i>(including where purchased, commissioned or purloined from, or otherwise provided by, a third party)</i>	<b>CATEGORY 2</b> <i>Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.</i>	<b>CATEGORY 2</b> <i>Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.</i>	<b>CATEGORY 2</b> <i>Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.</i>

\* *Mark on merits: where a piece of assessment is to be marked on its merits, the examiner should normally discount any text which has been plagiarised and should award a mark based on the academic value of the work that remains. This shall not be regarded as a penalty. The mark to be awarded shall be the academic judgement of the examiner.*

Table 2 - Penalty Table for offences other than Plagiarism

Assessment Type	Offence	Penalty		
		L3 / L4		L5 / L6 / L7
		1st offence	Subsequent offences	
Examination and In Class Tests	Removing any script, paper, or other official stationery (whether completed or not) from the examination room, unless specifically authorised by an invigilator or examiner.	<i>CATEGORY 1 Formal warning - mark on merits</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>
	Failing to comply with the reasonable instructions of an invigilator or examiner.	<i>CATEGORY 1 Formal warning - mark on merits</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>
	Possession or use of devices of any kind other than those specifically permitted in the rubric of the paper.	<i>CATEGORY 1 Mark on merits, but mark for assessment component capped at pass mark</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>
	Attempting to communicate with another student or with any third party other than the invigilator/examiner during an examination or in class test.	<i>CATEGORY 1 Formal warning - mark on merits</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>
	Communicating with another student or with any third party other than the invigilator/examiner during an examination or in class test.	<i>CATEGORY 1 Mark of 0% for assessment component</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>
	Taking unauthorised material into an examination room	<i>CATEGORY 1 Formal warning - mark on merits</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>	<i>CATEGORY 1 Mark of 0% for assessment component</i>
	Making use of unauthorised material in the examination room or otherwise during the examination (including in toilets and other locations during the examination)	<i>CATEGORY 1 Mark of 0% for assessment component</i>	<i>CATEGORY 2 Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.</i>	<i>CATEGORY 2 Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.</i>
	Being party to any arrangement whereby a person other than the student fraudulently represents, or intends to represent, the student at an examination	<i>CATEGORY 2 Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.</i>	<i>CATEGORY 2 Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.</i>	<i>CATEGORY 2 Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.</i>

	During an examination or in class test, copying or attempting to copy the work of another student, whether by overlooking his or her work, asking him or her for information, or by any other means.	<b>CATEGORY 1</b> Mark of 0% for assessment component	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.
	Possession of crib sheets, revision notes (including, for example, those held on digital media devices) or accessing the internet in contravention of the examination rubric.	<b>CATEGORY 1</b> Mark of 0% for assessment component	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.
<b>Coursework</b>	Making available work to another student, either intentionally or as a result of negligence that can be presented as another student's.	<b>CATEGORY 1</b> Formal warning - mark on merits	<b>CATEGORY 1</b> Mark of 0% for assessment component	<b>CATEGORY 1</b> Mark of 0% for assessment component
	Representation of work produced in collaboration with another person or persons as the work of a single student (collusion).	<b>CATEGORY 1</b> Mark of 0% for assessment component	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.
<b>General</b>	Offering a bribe or inducement to any staff (academic or administrative) involved in the assessment process	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.
	Seeking to obtain access to confidential information e.g. examination questions, prior to the examination	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.
	Making false declarations to the Mitigating Circumstances Board	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.
	Falsifying transcripts, certificates or other official University documentation relating to assessment outcomes	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.	<b>CATEGORY 2</b> Minimum penalty: 0% for all assessment components in module, at discretion of Academic Misconduct Panel.

## Part 3: Assessment regulations for taught courses

### Section 11: Mitigating circumstances (MCs)

#### Definition of mitigating circumstances

- 11.1 Mitigating circumstances are defined as serious unforeseen, unpreventable circumstances that significantly disrupt a student's ability to undertake assessment.

Note: Students are expected to plan their work, so they can meet assessment deadlines at the same time as other obligations which they may have both inside and outside the University.

The mitigating circumstances process should only be used by students who experience significant, unforeseen disruptions to their studies in circumstances over which they had no control.

#### Student responsibilities

- 11.2 It is the student's responsibility to ensure they have read and understood the following regulations. Further information and guidance is available from the student's Personal Tutor and/or the Registry.
- 11.3 A student's misinterpretation or lack of awareness of these regulations will not be considered a valid reason for non-compliance.
- 11.4 It is the student's responsibility to ensure all relevant information and supporting documentary evidence is made available to the Registry. Students should be aware that discussing their circumstances with staff does not constitute a submission of a mitigating circumstances claim.

#### Grounds for submitting mitigating circumstances

- 11.5 A mitigating circumstances claim should be submitted if valid detrimental circumstances result in:
- a) the late or non-submission of coursework; or
  - b) non-participation in assessment and/or non-attendance of examination(s); and
- 11.6 The University does not normally consider claims of performance affected and so operates a 'fit to sit' policy. This means that in submitting coursework or sitting an exam and/or in-class test, a student deems themselves fit to do so. A mitigating circumstances claim cannot normally then be considered for poor performance within the assessment(s). It is the responsibility of the student to determine if they are fit to participate in assessment or if a mitigating circumstances claim should be submitted for non-participation.

Note: Where a student is unfit to make reasonable judgement on their ability to undertake assessment, due to mental illness or other exceptional circumstances, or is taken ill during an examination, a mitigating circumstances claim may be submitted where this can be supported by original medical evidence. Students should apply for non-submission and/or non-attendance using the applicable category. Students must also indicate in their statement that their claim is for 'performance affected'. Where such a claim is accepted, the student will be offered the opportunity to re-attempt the assessment(s) in question without penalty. The original attempt during which the mitigating circumstances occurred will be discounted.

## Procedure for submitting a mitigating circumstances claim

- 11.7 Mitigating Circumstances claims should be submitted online via e:Vision.
- 11.8 If a student is reluctant to disclose evidence of a particularly personal nature they should submit a Mitigating Circumstances claim online and submit their evidence to the relevant Registry in a sealed envelope, marked with their name, course of study, the module(s) in relation to which they wish the circumstances to be taken into account, and be clearly identified as *Mitigating Circumstances Board: Strictly Confidential*. The information will then be made available to the Chair of the relevant Board(s), but to no other member of the Board(s) except the Secretary.
- 11.9 All claims must be supported by original documentary evidence.
- 11.10 Students must keep a copy of the submitted claim and evidence.

## Timescale for submission of mitigating circumstances claims

- 11.11 Students should submit the first claim as close as possible to the timing of the assessment and normally within one month of the mitigating circumstances occurring.
- 11.12 The final deadline for submission of a first claim can be found on the mitigating circumstances website at [www.westminster.ac.uk/mitigating-circumstances](http://www.westminster.ac.uk/mitigating-circumstances).
- 11.13 Late claims after the final published deadline will not normally be considered, other than in highly exceptional circumstances, where the problems encountered by the student justify the lateness of the claim as well as the claim itself.

Note: Students who submit a late claim should note that this may delay their progression to the next academic year and any funding which they have applied for may not be ready for the start of teaching. This may result in students having to suspend for a semester or year. (See Section 17 Undergraduate Framework and Section 18 Postgraduate Framework for the maximum period of registration).

- 11.14 Where a claim has been rejected students are permitted to submit a second claim (see regulation 11.58 and 11.59). The submission of a second claim should normally be made within one month following the outcome of the first claim. Second claims submitted after this period will be subject to the requirements as stated in 11.13.

## Confidentiality

- 11.15 The confidential nature of information provided by students in support of an application for consideration of mitigating circumstances will be respected by the University in compliance with data protection law. Confidential information will only be shared with the relevant individuals within the University on a 'need to know' basis, all of whom are required to keep applications securely to avoid unauthorised access or other breaches of information security.
- 11.16 All claims and evidence will be kept by the University for the duration of time as stated in the University's Records Retention Policy after which the evidence shall be destroyed.

## Absolute conditions for acceptance of claims

- 11.17 For a mitigating circumstances claim to be accepted all of the following absolute conditions must be met, A student must produce independent documentary evidence to show that the circumstances:
- a) were unforeseen;
  - b) were out of their control and could not have been prevented;

- c) relate directly to the timing of the assessment affected; and
- d) meet the relevant specific conditions relating to documentary evidence (11.19 - 11.43).

11.18 It is the student's responsibility to ensure that their application meets all of the absolute conditions above.

### **Independent documentary evidence**

11.19 In all cases, claims must be substantiated by original independent documentary evidence. This must be an official document e.g. a letter signed on official headed paper, and must include the dates during which the circumstances applied.

11.20 Copies of documentary evidence, other than officially certified copies of death certificates, will not be accepted.

11.21 A student may seek a supporting statement from their Personal Tutor (or other suitably qualified member of University staff), in order to help them to articulate their claim, if that individual is aware of the circumstances and their effects, although this cannot, in itself, constitute independent documentary evidence.

11.22 Documentary evidence must be presented in English and, where required, translations must be provided using an authorised translator.

Note: If documentation is faxed, the decision of Mitigating Circumstances Board members will not be confirmed until the original documentation has been submitted and received.

11.23 The University reserves the right to check the authenticity of all documentation submitted as part of a mitigating circumstances claim.

Note: Any student who submits documentation that is not authentic will be investigated in accordance with Section 10 Academic Misconduct regulations.

### **Sources and types of documentary evidence**

#### **Counselling**

11.24 University Counsellors, Psychiatrists and Counsellors with a recognised professional qualification may be asked to provide a confidential statement.

11.25 The University's Counselling Service will only provide statements for mitigating circumstances claims where a student has received support over a period relevant to the claim in question. Letters will not be provided at the first meeting with a Counsellor or Advisor.

#### **Illness and injury**

11.26 Medical conditions which prevent attendance must be supported by written evidence from a Medical Practitioner.

11.27 Written evidence from Complementary Therapists will only be considered where the University is satisfied that the therapist is a member of a recognised professional body.

11.28 Circumstances relating to illness or injury must be independently verified by the person, practice or institution that diagnosed or assessed the illness/injury at the time it occurred. Statements that a student reported that they were ill, or which do not include a clear diagnosis, will not be accepted.

11.29 In the case of evidence relating to medical conditions, this must take the form of a medical certificate or doctor's letter that is either obtained at the time of the illness or evidence that makes it clear that the student was unwell at the time. The evidence must state the time and duration of the illness and include a clear medical opinion:

- a note from the doctor indicating that the student told them they were unwell will not normally be accepted; and
- self-certification cannot be accepted;

### **Bereavement**

11.30 Where the mitigating circumstances relate to the death of someone related to or known to the student, the University normally requires a death certificate or an officially certified copy of a death certificate, or equivalent official document to be provided.

11.31 Where a student has been affected by a death of someone other than a partner, parent, child or close family member, the University requires the student to explain the relationship to the deceased and the impact upon their studies.

Note: Bereavement will normally be considered to cover the assessments within the semester when the death occurred. If a student feels they have been affected by a death beyond this they will normally need to provide additional evidence to indicate how the death has affected them personally e.g. a doctor's certificate.

### **Financial and accommodation problems**

11.32 Financial and accommodation problems must be substantiated by documentary evidence. Claims and evidence for financial and accommodation problems are considered on a case-by-case basis and must comply with the absolute conditions detailed in regulation 11.17.

### **Chronic or long-term conditions**

11.33 Students with a long term or chronic condition are normally supported via the mechanisms set out in Section 8: Individual Exam Assessment Arrangements and it is not, therefore, anticipated that students would submit mitigating circumstances in relation to these conditions.

Note: In such cases students should contact Disability Learning Support in advance of the exams for advice and so that, if necessary, the relevant documentation can be issued.

11.34 Individual arrangements for examinations or assessments may be made for students with particular disabilities or difficulties affecting their ability to undertake the proposed examination or assessment.

11.35 The University is sympathetic to students with chronic illnesses. However students must determine for themselves whether they can comply with the requirements of their chosen course. The integrity of the University's academic awards is established through the validation approval of the assessment requirements for the course and these cannot be varied to suit the circumstances of individual students. Please refer to the Section 8 for details of individual arrangements for examinations or other assessments.

### **Computer and information technology problems**

11.36 Failures of equipment, including IT systems and computer viruses will only be accepted when they occur University-wide, site-wide, Faculty-wide, nationally or internationally and is verified by ISLS. Exceptionally, documentary evidence does not need to be presented when claiming for computer and Information Technology problems as evidence will be provided direct from the University's ISLS department.

Note: ISLS will ensure that system alerts are forwarded to the Registry who will make these available to Mitigating Circumstances Board Members. These alerts will provide information about system failures which comply with the regulations on acceptable evidence for consideration by the Mitigating Circumstances Board. Students should not approach University IT staff to ask for letters to support Mitigating Circumstances claims. Such system failures would normally justify late submission of coursework for up to 24 hours (see Section 6 Coursework Assessment).

- 11.37 It is a student's responsibility to ensure that they allow sufficient time to submit their coursework, to safeguard against any minor computer problems. (see Section 6 Coursework Assessment)

### **Employment**

- 11.38 Part-time or evening students in employment who are prevented by their employer's action(s) from attending assessments or completing work by the published deadline must provide documentary evidence from their employer.
- 11.39 Full-time students will not normally be eligible to claim for mitigating circumstances in relation to employment.

Note: The University appreciates some students work to finance their studies but assumes that students will make their studies a priority. It is a student's responsibility to evaluate whether they can comply with the requirements of their chosen course before enrolling at the University.

### **Religious observance**

- 11.40 The University's Code of Practice on Religion, Belief & Study specifies certain dates during the year on which formal assessment will not be scheduled. In addition, students who miss part of their course because they have been required to attend a recognised religious pilgrimage (e.g. Hajj) may use the mitigating circumstances system to request deferrals in any assessments which they have missed.
- 11.41 Claims made in this category do not have to meet all of the absolute conditions set out in regulation 11.17. However, independent documentary evidence is required in all cases and students must demonstrate that there was a requirement for them to attend, and the reasons why they could not attend on a different occasion which did not coincide with their studies.

### **Pregnancy**

- 11.42 Whilst pregnancy itself is not considered to be a mitigating circumstance, there may be circumstances where pregnancy-related issues (e.g. medical conditions associated with the pregnancy) impact on a student's studies/assessment. In these cases, the student must use the mitigating circumstances procedure to report them to the university (and provide appropriate supporting evidence, which can be submitted in confidence, if necessary).

## **Mitigating Circumstances Boards**

### **Consideration of claims and outcomes**

- 11.43 The mitigating circumstances claim form and evidence will be considered by at least two members of the Mitigating Circumstances Board solely for the purpose of processing a student's claim. This is normally within five working days of the submission of the claim. However, please note that at busy times of the academic year you may be notified within ten working days.
- 11.44 Where a student is known to a member of staff other than in their professional capacity, that staff member must declare an interest to the Registry to the consideration of the student's application, and must not participate in the discussion of that student's claim.

### **Membership and quorum**

11.45 The membership of the Mitigating Circumstances Board comprises teaching and administration staff from each student's Faculty/Unit, with an administrator from the Student Regulations Team acting as the independent Secretary to the Board.

11.46 The quorum of a Mitigating Circumstances Board is:

- a) two members of teaching staff from different departments within the Faculty, to ensure that all students' claims can be considered by an independent member of staff who is not involved in the delivery of their course;
- b) a member of teaching staff nominated from the Faculty to act as Chair of the MC Board;
- c) two members of administrative staff from the Registry; and
- d) an Administrator from the Student Regulations Team, to act as Secretary to the Board.

Note: The above is the minimum required for the operation of the Mitigating Circumstances Board but the number of staff required should be determined by the Chair taking account of the number of claims to be considered.

11.47 The members of teaching staff from the Faculty will be chosen from a list drawn up by the relevant Faculty Registrar. These should include Faculty Senior Tutors, Course and Module Leaders.

11.48 The members of administrative staff will be nominated by the Faculty Registrar.

11.49 The Chair will be nominated by the Faculty Registrar and the appointments reviewed annually.

11.50 The Secretary to the Mitigating Circumstances Board will be an administrator from the University-wide Student Regulations Team. The involvement of this member of the Board is designed to ensure consistency of application of the regulations across all Faculties of the University.

### **Remit of Mitigating Circumstances Board Members**

11.51 Members of the Mitigating Circumstances Board are responsible for the consideration of all claims of mitigating circumstances submitted by students in accordance with these regulations (see 11.44).

11.52 The purpose of the mitigating circumstances process and the submission of claims is to decide whether a student has valid grounds for failing to submit or participate in an assessment or submitting an assessment late. The remit of the members of the Board is limited to the consideration of whether or not, on the basis of all the evidence submitted, the student has made a valid claim of mitigating circumstances. The final decision of Mitigating Circumstances Board members is binding.

### **Remit of the Mitigating Circumstances Board**

11.53 The Mitigating Circumstances Board shall meet at least twice in each academic session in order to take an overview of the process and ensure consistency through the review of a sample of claims.

Note: The Mitigating Circumstances Board when it meets will not amend or overturn any decisions which have been taken with regard to mitigating circumstances claims but highlight and report any issues or examples of good practice to the Faculty Quality Assurance Committee.

**Student records system input**

- 11.54 The decisions taken with regard to mitigating circumstances claims are entered onto the Student Record System so that they can be conveyed to students via e:Vision and by email. Decisions must be recorded in respect of every item for which a claim has been submitted.
- 11.55 The decisions taken with regard to mitigating circumstances claims are entered onto the Student Record System so that they can be used to advise the Assessment Board of decisions taken by members of the Mitigating Circumstances Board on the validity of individual mitigating circumstances claims.

**Decisions**

- 11.56 The considerations and decisions of the Board are recorded on the e:Vision task by members of the Board. One of the following decisions for *each item* of assessment for which a student has made a claim must be taken.

Apart from very exceptional cases, decisions made by members of the Mitigating Circumstances Board will lead to one of the following outcomes:

- |          |              |   |
|----------|--------------|---|
| <b>A</b> | Accept       | The claim is accepted as affecting that item of assessment.   |
| <b>L</b> | Late         | The assessment is accepted as being allowed late. (refer to 11.67-11.72)  |
| <b>R</b> | Reject       | The claim is not accepted for that item of assessment.<br>Where claims are not accepted the reasons why the claim has been rejected should be recorded. |
| <b>D</b> | Defer Module | The claim is accepted and Board members feel that the circumstances and evidence warrant a deferral in the whole module (in exceptional cases).         |

**Rejected mitigating circumstances claims**

- 11.57 If a claim does not meet one or more of the conditions in regulation 11.17, it will be rejected. Details of why a claim was unsuccessful will be made available to the student normally via e:Visions and email.
- 11.58 A student will have only one further opportunity to re-submit the claim. This must be based on, and accompanied by, new additional evidence.

**Accepted mitigating circumstances claims**

- 11.59 The particular item of assessment (coursework or exam) will be deferred when members of the Mitigating Circumstances Board feel that the evidence and mitigating circumstances claim justifies non-submission in an element of coursework or failure to attend an exam.
- 11.60 A deferred assessment will only be recommended where the mitigating circumstances meet all of the conditions in regulation 11.17 above. The Registry will inform the student about the timing of the next assessment opportunity.

Note: Students should be aware that it is at the discretion of the Assessment Board to determine if the re-assessment may comprise the re-submission of an existing piece of assessed work, the submission of an entirely new piece of assessed work or a different form of assessment from that set originally (See Section 17 Undergraduate Framework or Section 18 Postgraduate Framework).

- 11.61 In cases where the assessment involves group work, presentation or another format that cannot be replicated out of term time an alternative assessment will be provided at the next opportunity.
- 11.62 Where members of the Mitigating Circumstances Board feel that the evidence justifies non-participation in all elements of the assessment for the module, a deferral will be given for the whole module. Deferred assessment for a whole module will normally only be recommended where re-attendance is necessary. Such a claim will normally be substantiated by documentary evidence that supports the student's claims of non-attendance. Re-attendance in these circumstances shall not count as a further attempt at the module for the purposes of calculating the maximum permitted number of attempts.
- 11.63 Late submission is permitted when the claim justifies late submission/participation in assessment.
- Note: Factors that members of the Board will consider include the return of work to other students (see 11.70).

### **Information on the outcome of a mitigating circumstances claim**

- 11.64 Students will be notified of the outcome of their claim via the Student Records System and by email to their Westminster email account.
- Note: In addition to email confirmation of the outcome of claims students can also determine the outcome via SRS Web after the Subject Board has met.
- 11.65 It is the responsibility of each student to obtain from the Module Leader details of the form, content and timing of any deferred assessment.

### **Advice on late submission/non-submission of coursework**

- 11.66 Students who have submitted a mitigating circumstances claim relating to the late or non-submission of a piece of coursework must comply with regulations 11.61 - 11.72.

#### **In-class assessment**

- 11.67 If the assessment relates to an in-class assessment, e.g. in-class test, lab test, or a presentation the decision of 'allow late' cannot necessarily be applied. In such cases students may only request a deferral. This need not be in the University deferral period. Alternative assessments will be determined by the module leader.

#### **Late submission of essays/reports and other written papers**

- 11.68 Students who submit a mitigating circumstances claim relating to the late submission of a piece of coursework, such as an essay or report, which does not require any special facilities, should submit the piece of work at the earliest available opportunity and within 10 working days of the original submission deadline.
- Note: Students whose mitigating circumstances claim is accepted (or permitted for allow late) will normally have the right to submit coursework up to 10 working days after the original published deadline. If students are unable, for valid reasons, to submit coursework within 10 working days of the deadline they should submit a further claim for mitigating circumstances and apply for a deferral opportunity for the work in question.
- 11.69 Work submitted after feedback on assessment has been issued to other students in the cohort in respect of the same coursework exercise cannot be accepted and the student may only be offered a deferral opportunity.

Note: Feedback will not normally be given within 10 working days of the submission date. This is to allow students with valid mitigating circumstances to submit coursework late.

11.70 Following consideration of the mitigating circumstances claim for late submission the following outcomes will be applied (see Section 6 Coursework Assessment for the penalties regarding late submission):

- a) if the mitigating circumstances claim is accepted as valid the actual mark achieved will be awarded;
- b) if the mitigating circumstances claim is rejected and the work is submitted within 24 hours of the deadline, the work will be marked and will have ten percentage points of the overall available marks deducted, to a minimum of the pass mark (40% at undergraduate level, 50% at postgraduate level).
- c) the mitigating circumstances claim is rejected and the work is submitted 10 working days after the deadline, a mark of zero will be awarded.

### **Group work**

11.71 If a student is submitting a claim in respect of assessed group work, each member of the group affected by the mitigating circumstances should submit a claim.

Note: It is recognised that groups may be affected by the illness of a group member. It is expected that assessment formats take account of such possibilities and that these matters are best handled by module leaders.

### **Academic appeals**

11.72 An academic appeal can only be submitted on the grounds there has been demonstrable material irregularity in the conduct of an Assessment Board or Mitigating Circumstances Board as outline in Section 16 Academic Appeals.

Note: Material irregularity means the University has not acted in accordance with its own regulations or an error has occurred in processing the decision.

11.73 In order to safeguard the integrity of the Mitigating Circumstances and Academic Appeals system, academic appeals may only be considered by the Associate Director, Academic Quality and Standards, the Academic Standards Manager or nominee who has had no direct involvement in the Mitigating Circumstances decision making process, which is the subject of the academic appeal on the grounds of material irregularity.

11.74 In addition to the grounds for academic appeal outlined above, where a student has lost the opportunity to submit referred or deferred work as a result of the time limits imposed in Section 17 the student may submit a mitigating circumstances claim for seeking an extended deferral in the component. The grounds for such a claim will be that a student's circumstances were very serious and continuing for a substantial period following the first referral or deferral.

Note: It is intended that a succession of minor circumstances, whether or not accepted by Mitigating Circumstances Boards, should not be considered to be valid grounds for a further claim.

### **Very exceptional cases**

11.75 In very exceptional cases regulation 9.2, which governs viva voce examinations, may be enforced as an alternative form of assessment. In such cases members of the Mitigating Circumstances Board will make a decision on the claim in accordance with the above regulations. The claim will then, under regulation 9.4, be forwarded to the Pro Vice-Chancellor

& Dean of Faculty, or nominee and the Academic Registrar, or nominee, shall liaise to determine the suitability of the request.

- 11.76 A student who completes the full period of study but is unable to complete the requirements for an award due to serious and unexpected illness or other incapacity may be eligible for an Aegrotat award.
- 11.77 An Aegrotat award may only be conferred following application by the student or the student's representative. An application, together with supporting evidence, must be submitted to the Assessment Board within 12 months of the student's last date of attendance. The award will be conferred at the discretion of the Assessment Board.

## Part 3: Assessment Regulations for Taught Courses

### Section 12: Marking, moderation and external scrutiny

#### Introduction

- 12.1 Marking is the process of assessing a piece of work, submitted or presented by a student, against agreed marking criteria and mark/grade descriptors to arrive at the award of a numerical score or grade for that piece of work.
- 12.2 Moderation is the process of reviewing the marks awarded to a full set of assessed work to provide assurance that assessment criteria have been applied appropriately and consistently. According to the Quality Assurance Agency "*Internal moderation is a process separate from that of marking... It is separate from the question of how differences in marks between two or more markers are resolved, and is not about making changes to an individual student's marks*"<sup>4</sup>.
- 12.3 External scrutiny is the process of providing external assurance, by way of the external examiner system, that academic standards are appropriate and comparable with the sector, and that the assessment process has been conducted fairly, consistently and in accordance with published policies and regulations.

#### Pro Vice-Chancellor and Dean of Faculty management responsibility

- 12.4 It is the Pro Vice-Chancellor and Dean of Faculty's responsibility to ensure that the arrangements for marking, internal moderation and external scrutiny of assessment are in place and that these processes are undertaken in a timely and professional manner and in accordance with the academic and/or any course specific regulations.
- 12.5 It is the Pro Vice-Chancellor and Dean of Faculty's responsibility to ensure that all summative assessments are securely stored, retained and disposed of in accordance with the University's Student Records Retention Schedule.

#### Anonymity

- 12.6 The University requires that in the case of formal examinations student anonymity is observed and maintained until the completion of the marking process for that assessment. Student anonymity is not required in the case of coursework and other assessment types.
- 12.7 Where a student breaches his or her own anonymity (e.g. by writing his or her name visibly on an examination script), the student forfeits his or her right to anonymity and the University is absolved from the requirement to observe and maintain that student's anonymity.

#### Marking

- 12.8 For each module it is for the Head of Department (or equivalent) which owns that module to determine who is competent to act as a marker. A marker need not have taught on that module.
- 12.9 The Module Leader is responsible for organising the marking of that module, including determining the allocation of markers to assessment components, questions, or scripts as appropriate, and arrangements and mechanisms for second marking and third marking where required. The Module Leader shall make a record of these arrangements, which shall be retained and made available to the relevant External Examiner(s).

<sup>4</sup> UK Quality Code for Higher Education, Part B6: Assessment of students and the recognition of prior learning, Indicator 13

- 12.10 All assessments shall be marked by a first marker. The first marker does not have to mark either all assessments within the module or the work of all candidates (e.g. a marker may mark only a single examination question and in respect of only a sub-set of the students who answered that examination question).
- 12.11 In the case of each assessment, to the lowest level of granularity (e.g. an examination question or coursework essay), the first marker shall evaluate the assessment against the agreed assessment criteria and mark descriptors and, using his or her academic judgement, award an appropriate mark (or grade or other outcome, as specified in the validated marking scheme for that module).
- 12.12 Where an assessment needs to be marked by a first maker only (see below), the mark awarded by the first marker will stand and the marking process is complete.

## Second marking

- 12.13 Second marking is the process of confirming, or otherwise, the appropriateness of the first mark. Marks are not awarded at second marking and, due to second marking being only of a sample of assessments (see 12.15 below), marks cannot be changed at second marking.
- 12.14 Second marking is required to be undertaken only where the assessment component contributes a significant proportion of the overall module mark, and is required to be undertaken only in respect of a sample of the students' assessments (see 12.15 and 12.16 below).
- 12.15 Second marking is required where the assessment component contributes a significant proportion of the overall module mark as follows:

Credit Size	Contribution of Assessment Component to Overall Module Mark
15 or 20 credits	Greater than or equal to 30%
30 credits or more	Greater than or equal to 15%

- 12.16 Where an assessment component is to be second marked in accordance with 12.15 above, the minimum sample size of the assessments to be second marked is determined by the number of candidates registered on that module, as follows:

No. of Students Registered on Module	Minimum Percentage of Students' Assessments to be Second marked
< 100	20% or 10 students' assessments, whichever is the greater
100 – 300	15%
> 300	10%

- 12.17 The sample size and sample must ensure a representative coverage of all of the markers involved.

### Permanent Assessments

- 12.18 In the case of written or other assessments of which there is a permanent record, the sample must include assessments from the full range of marks achieved by the cohort, and must include all assessments within two marks below the pass mark/minimum component mark (i.e. assessments with a mark of 38 or 39 in the case of modules at levels 4, 5 and 6, or 48 and 49 in the case of modules at level 7).

- 12.19 Where an assessment is to be second marked, a second marker will review the assessment and the mark awarded by the first marker, and will either confirm or not that the mark awarded by the first marker to each assessment is appropriate.
- 12.20 All assessments in the sample that were marked by the same first marker will be reviewed by a single second marker.
- 12.21 Where the second marker confirms that the mark is appropriate, that mark will stand and the marking process is complete.
- 12.22 Where the second marker cannot confirm that the mark is appropriate, the assessment will be third marked (see below).

#### **Ephemeral Assessments**

- 12.23 In the case of ephemeral assessments (i.e. those assessments of which there is no permanent record, such as presentations, oral exams, critiques, performances etc.), the second marking shall take the form of a second marker sitting in on the assessment, observing the sample sizes as stated at 12.15 above.
- 12.24 In the case of ephemeral assessment, regulation 12.16 does not apply.
- 12.25 Where the second marker cannot confirm that the mark awarded by the first marker is appropriate, the mark is referred for third marking (see below).
- 12.26 Where the ephemeral assessment is recorded as part of the assessment process, it then becomes a Permanent Assessment and regulations 12.18 – 12.22 above apply.

### **Third marking**

- 12.27 Third marking is required where the second marker is unable to confirm that the mark awarded by the first marker is appropriate (see 12.20 above)
- 12.28 In such cases, a third marker will review the assessment in question and the mark awarded by the first marker, and will either confirm or not that the mark awarded by the first marker is appropriate.
- 12.29 Where the third marker is able to confirm that the mark is appropriate, that mark will stand and the marking process is complete.
- 12.30 Where the third marker is unable to confirm that the mark is appropriate, all instances of that assessment marked by that first marker will need to be re-marked. In such cases the third marker will notify the relevant Head of Department (or equivalent) who shall determine the process to be followed in respect of the re-marking and the arrival at a final mark. The first marker will not normally be involved in the re-marking. The Head of Department (or equivalent) shall report all such instances to the appropriate external examiner and to the Assessment Board.

### **Internal Moderation**

#### **Module Level**

- 12.31 Following the completion of the marking process, as defined above, the Module Leader shall review the marks awarded to the full set of assessments across all assessment components within that module.
- 12.32 The Module Leader may seek advice and assistance from members of the teaching and assessment team.
- 12.33 The purpose of this review is to ensure that the marking criteria have been fairly, accurately and consistently applied. The review will therefore look at consistency of marks between and

across markers, questions, assessments, assessment components, and the module as a whole and will seek assurance that there are no unexplained outliers.

- 12.34 Where this review identifies that the marking criteria may not have been fairly, accurately or consistently applied, the Module Leader shall report the matter to the relevant Head of Department (or equivalent). The Head of Department, in consultation with the Module Leader, shall determine the appropriate action to take, which may include the remarking of assessments. The Head of Department shall report all such instances to the relevant external examiner and to the Assessment Board.

### External scrutiny

- 12.35 With the exception of programmes that lead to an award at Level 3 or 4, external scrutiny is not required for modules at Levels 3 and 4 (however, in accordance with paragraphs 12.26 and 12.29 above, the external examiner will be informed, and invited to comment, where issues of third marking or moderation are identified in respect of assessments at all Levels, including Levels 3 and 4).
- 12.36 In the case of all other modules, following the completion of the moderation process the relevant external examiner shall be invited to provide external scrutiny.
- 12.37 The arrangements by which external examiners will have access to students' assessments, should be determined in consultation between the Module Leader and the external examiner or the agreed point of contact.
- 12.38 The sample size of assessments to be made available to the external examiner shall normally be between 10% and 25% of the total and shall include work of students across the full range of marks.
- 12.39 Assessments provided to external examiners should be accompanied by the module descriptor and full schedule of assessment. The tabulation of all marks for all students in the module must be provided. External examiners are entitled to review any piece of module assessment within their remit. In the case of oral examinations, presentations or viva voce examinations, external examiners may observe a sample conducted by internal examiners or alternatively view an audio or visual recording.
- 12.40 The role of an external examiner in respect of external scrutiny of marking is:
- a) to confirm, or otherwise, that academic standards and the achievements of students are appropriate and comparable with those in other UK higher education institutions of which the external examiner has experience;
  - b) to confirm, or otherwise, that the assessment process has been conducted rigorously, fairly, and in accordance with the University's policies and regulations;
  - c) to confirm, or otherwise, that marking has been undertaken consistently and in accordance with agreed marking criteria.
- 12.41 Where an external examiner believes, on the basis of the sample they have seen, that work has been over- or under-marked, they may recommend to the Module Leader that all marks for that assessment, or awarded by a specific marker, be adjusted by a given margin. In all such cases this must be reported to the relevant assessment board.
- 12.42 Where an external examiner believes, on the basis of the sample they have seen, that marking is inconsistent they may recommend to the Module Leader that the work of all students in the group be re-marked. In all such cases this must be reported to the relevant assessment board.
- 12.43 External examiners should not be asked to adjudicate on, or otherwise resolve differences between, marks awarded by different markers, or be used as a second or third marker.

## Part 4: Assessment Boards for taught courses

### Section 13: The determination of results - the role of examiners

#### Pro Vice-Chancellor & Dean of Faculty's responsibilities

13.1 The Pro Vice-Chancellor & Dean of Faculty should ensure that:

- a) teaching staff are familiar with the current definitive course scheme for the course(s) they teach, the course handbook, including the course assessment regulations and the University academic regulations;
- b) appropriate External Examiner nominations for Subject Areas and Progression and Award Boards, hosted by the Faculty, are submitted to the Quality and Standards Office for approval by the appropriate member of the University Executive Board (UEB);
- c) modules are allocated to approved External Examiners;

Note: External Examiners are appointed to specific named Subject Areas but will be given responsibility for specified modules, or subjects by the Pro Vice-Chancellor & Dean of Faculty.

- d) External Examiners are inducted to Subject Areas, including providing documents giving details of the syllabuses, assessment requirements, procedures, practices and academic regulations for modules within the remit of the Faculty;
- e) External Examiners are inducted to Progression and Award Boards, including providing documents describing the current teaching and assessment scheme and the approved course specific and University assessment regulations;
- f) internal and External Examiners are inducted to the role of the External Examiner in the examination team and scrutiny of the marking of internal examiners;
- g) internal and External Examiners are informed of the dates of the assessment period and of Assessment meetings of all relevant Assessment Boards, normally at the beginning of the academic session and no later than the start of the semester for which the assessments are being completed;

Note: In the case of University-wide Module Boards the Associate Director, Academic Quality and Standards shall be responsible for nominating and inducting the appropriate External Examiner(s). In the case of collaborative course provision the Liaison Tutor, as the Pro Vice-Chancellor & Dean's nominee, shall be responsible for the undertakings in 13.1 a) – g) above.

#### Internal examiners

- 13.2 All internal examiners are required to observe the confidentiality of the proceedings of any Assessment Board.
- 13.3 No individual studying for a module or an award being considered by an Assessment Board may attend a meeting of that Board.
- 13.4 Where a student is known to a member of staff other than in their professional capacity, that staff member must declare an interest to the Pro Vice-Chancellor & Dean of Faculty.

## External Examiners

- 13.5 External Examiners are appointed to credit level 3 and 4 programmes for discrete programmes only i.e. only for awards made at that level or where the modules in question form part of a course delivered in collaboration with another institution.

Note: Staff should refer to the Quality Assurance and Enhancement Handbook for information on the External Examiner appointment process.

## Generic responsibilities of External Examiners

- 13.6 All External Examiner(s) must:
- a. observe the confidentiality of all Assessment Board proceedings and assessment processes;
  - b. be able to exercise independent judgement and be free from any influence of previous association with the course, the staff, or any of the students;
  - c. be able to compare the performance of students with that of their peers on comparable courses of higher education elsewhere within UK Higher Education Institutions (HEIs);
  - d. ensure the assessments are conducted in accordance with the approved course specific and University assessment regulations;
  - e. provide an annual written report to the University on the effectiveness of the assessments and any lessons to be drawn from them in relation to course quality;
  - f. be consulted about proposed changes to the course specific regulations and significant module amendments; and
  - g. report to Academic Council any matters of serious concern arising from the assessments, which put at risk the academic standard of the award.

Note: External Examiners have the right to raise any matter of serious concern with the Vice-Chancellor and President, if necessary by means of a separate confidential written report. Where an External Examiner has a serious concern relating to systematic failings with the academic standards of a programme(s) and has exhausted all published applicable internal procedures, including the submission of a confidential report to the Vice-Chancellor and President, the External Examiner may invoke HEFCE Unsatisfactory Quality Scheme or inform the relevant Professional, Statutory or Regulatory Body.

## Role of External Examiners in the Subject Area process

- 13.7 External Examiners must be able to monitor the marking standards of the internal examiners by comparison with those of other UK Higher Education Institutions (HEIs).
- 13.8 The role of Subject Area External Examiners is to judge whether students, as a group, have been rigorously and fairly assessed in relation to the objectives and syllabus of modules and have reached the required academic standard.
- 13.9 The subject specialist External Examiner's primary role is to review the operation of the assessment process and to approve academic standards set by internal examiners. The External Examiner must not be asked to offer assessment judgements in individual cases or to act as a third or additional marker.
- 13.10 The role of Subject Area External Examiners is to judge whether students, as a group, have been fairly assessed in relation to the objectives and syllabus of modules and have reached the required standard. Such judgements are made in the context of knowledge of standards applied in comparable courses elsewhere and of levels of student attainment in previous

years. External Examiners also attest that assessment regulations have been fairly applied ensuring parity of judgement for all students taking a module and comment on the assessment process and procedures. The subject specialist External Examiner's primary role is that of an arbiter of the assessment process and of standards set by internal examiners. The External Examiner must not be asked to offer assessment judgements in individual cases or to act as a third or additional marker.

13.11 Subject Area External Examiners are required to:

- a) visit the University or its collaborative partner normally at least twice each academic session, either to attend Subject Area meetings and/or to view coursework assignments and meet staff and students;
- b) advise on all assessments for work at undergraduate Credit Levels 5 and 6 and postgraduate Credit Level 7;

Note: External Examiners are appointed to Credit Level 3 and 4 programmes for discrete programmes only, i.e. only for awards made at that level.

- c) approve the form and content of examination question papers; and coursework assignments contributing at least 30% of any module assessment;
- d) comment on a representative sample of internally marked work to ensure:
  - i. students are assessed rigorously and fairly in relation to the module syllabus and regulations;
  - ii. students have fulfilled the intended learning outcomes of the module and reached the required academic standard.
- e) provide an overview of the consistency and appropriateness of academic standards of assessment set by the internal examiners;

Note: Where an External Examiner recommends under regulation 12.26 that all marks for that assessment be adjusted by a given margin, or under 12.27 that marking is inconsistent, this must be reported at the relevant Progression and Award Board.

- f) attend Subject Area meetings with other External Examiners appointed to the Subject Area to discuss the assessment practices, academic standards and moderation;
- g) be consulted on any significant proposed changes to course regulations or such minor changes as directly affect students already taking a module; and
- h) submit an annual report that provides clear and informative feedback on:
  - i. the coherence of the policies and procedures relating to External Examiners;
  - ii. their access to and receipt of sufficient evidence and information to enable the role to be fulfilled;
  - iii. whether issues raised in the previous report(s) have been, or are being, addressed to their satisfaction;
  - iv. the design and structure of assessments and if they measure student achievement rigorously and fairly against the intended learning outcomes of the programme(s), whilst being conducted in line with the University's policies and procedures;
  - v. the procedures for assessments and the effectiveness of internal moderation;
  - vi. the quality of teaching, learning and assessment methods, including examples of good practice and innovation related to learning, teaching and assessment that could be applied more widely across the University;
  - vii. the comparability of academic standards and the achievements of students on similar programmes in other UK Higher Education Institutions (HEIs);

- viii. the level of marking and the appropriateness of the academic standards set for the named awards in accordance with the Framework for Higher Education Qualifications and applicable subject benchmark statements;
- ix. the students' strengths and weaknesses demonstrated in the assessments, noting possible enhancements to the quality of learning opportunities provided to students;
- x. any issues as specifically required by any relevant professional body; and
- xi. in addition, where an External Examiner has reached their end of tenure and is due to submit their final annual report they should also include an overview of their term of office.

### **Role of External Examiners in the Module Board process**

13.12 External Examiners must be able to monitor the marking standards of the internal examiners by comparison with those of other UK Higher Education Institutions (HEIs).

13.13 The role of Module Board External Examiners is to judge whether students, as a group, have been fairly assessed in relation to the objectives and syllabus of modules and have reached the required standard. Such judgements are made in the context of knowledge of standards applied in comparable courses elsewhere and of levels of student attainment in previous years. External Examiners also attest that assessment regulations have been fairly applied ensuring parity of judgement for all students taking a module and comment on the assessment process and procedures. The subject specialist External Examiner's primary role is that of an arbiter of the assessment process and of standards set by internal examiners. The External Examiner must not be asked to offer assessment judgements in individual cases or to act as a third or additional marker

13.14 This role requires Module Board External Examiners to:

- a) visit the University or its collaborative partner normally at least twice each academic session, either to attend Module Board meetings and/or to view coursework assignments and meet staff and students;
- b) advise on all assessments for work at undergraduate Credit Levels 5 and 6 and postgraduate Credit Level 7;

Note: External Examiners are appointed to Credit Level 3 and 4 programmes for discrete programmes only, i.e. only for awards made at that level.

- c) approve the form and content of examination question papers; and coursework assignments contributing at least 30% of any module assessment;
- d) comment on a representative sample of internally marked work to ensure:
  - iii. students are assessed rigorously and fairly in relation to the module syllabus and regulations;
  - iv. students have fulfilled the intended learning outcomes of the module and reached the required academic standard.
- e) provide an overview of the consistency and appropriateness of academic standards of assessment set by the internal examiners;

Note: Where an External Examiner recommends under regulation 12.26 that all marks for that assessment be adjusted by a given margin, or under 12.27 that marking is inconsistent, this must be reported at the relevant Progression and Award Board.

- f) attend Module Board meetings and formally endorse marks and decisions on reassessment in the case of failed modules;
- g) agree the formal record of Module Board meetings;

- h) be consulted on any significant proposed changes to course regulations or such minor changes as directly affect students already taking a module; and
- i) submit an annual report that provides clear and informative feedback on:
  - xii. the coherence of the policies and procedures relating to External Examiners;
  - xiii. their access to and receipt of sufficient evidence and information to enable the role to be fulfilled;
  - xiv. whether issues raised in the previous report(s) have been, or are being, addressed to their satisfaction;
  - xv. the design and structure of assessments and if they measure student achievement rigorously and fairly against the intended learning outcomes of the programme(s), whilst being conducted in line with the University's policies and procedures;
  - xvi. the procedures for assessments and the effectiveness of internal moderation;
  - xvii. the quality of teaching, learning and assessment methods, including examples of good practice and innovation related to learning, teaching and assessment that could be applied more widely across the University;
  - xviii. the comparability of academic standards and the achievements of students on similar programmes in other UK Higher Education Institutions (HEIs);
  - xix. the level of marking and the appropriateness of the academic standards set for the named awards in accordance with the Framework for Higher Education Qualifications and applicable subject benchmark statements;
  - xx. the students' strengths and weaknesses demonstrated in the assessments, noting possible enhancements to the quality of learning opportunities provided to students;
  - xxi. any issues as specifically required by any relevant professional body; and
  - xxii. in addition, where an External Examiner has reached their end of tenure and is due to submit their final annual report they should also include an overview of their term of office.

### **Role of External Examiners in Progression and Award Boards**

13.15 The role of Progression and Award Board or Chief External Examiners is to ensure the fair and equitable application of the University's regulations on credit accumulation, and the course-specific regulations for each award, in decisions on the award of qualifications to students. This includes decisions on the progression, the classification of awards (where relevant) and decisions on exclusions. The Chief External Examiner must not be asked to offer assessment judgements in individual cases or to act as a third or additional marker. The Chief External Examiners take part in all work of Progression and Award Boards including the award of intermediate awards, which may include discrete Foundation Certificates. Chief External Examiners are also asked to provide comments to the University on the assessment process and procedures.

Note: Fair treatment includes: equitable application of the University's regulations on credit accumulation, as well as the course specific regulations for each award, in decisions on the award of qualifications to students. This includes decisions on the classification of awards (where relevant) and decisions on exclusions.

13.16 At least one approved Chief External Examiner must be in attendance at each Progression and Award Board considering final awards, except where the Board considers referred or deferred assessment and the approved Chief External Examiner(s) has agreed that this may be conducted by correspondence.

13.17 Chief External Examiners must provide informative comments and recommendations to the University on the assessment process and procedures.

13.18 This role requires Chief External Examiners to:

- a) Attend and endorse decisions made by Progression and Award Boards for progression, final awards and exclusions except for intermediate awards, where, with prior agreement, they may be involved by correspondence;
- b) contribute to the discussion of cases concerning compliance with course assessment requirements and qualifications;
- c) agree the formal record of the Progression and Award Board meetings;
- d) be consulted on any significant proposed changes to course specific assessment regulations and approve any such changes which directly affect students already taking a course; and
- e) submit an annual report in accordance with the standard format approved by Academic Council commenting on:
  - i. the overall performance of students on each course;
  - ii. the distribution of results across classifications;
  - iii. the implications of results for the course design, or the work of Subject Areas;
  - iv. Progression and Award Board procedures;
  - v. assessment regulations;
  - vi. issues arising from assessments of course schemes as a whole;
  - vii. the conduct of assessment boards.

13.19 On rare occasions, a Chief External Examiner may not be prepared to endorse the outcome of the examination process or the decision of an Assessment Board. If such occasions do occur, then every attempt should be made to resolve the disagreement through discussion and negotiation. If such attempts are not successful then the Chair of the Board should contact the Associate Director, Academic Quality and Standards, who will review the circumstances and attempt to broker an agreement between the Chair and the Chief External Examiner. Failing agreement, the matter will be referred to the Vice-Chancellor for investigation.

Note: In accordance with section 14, decisions relating to assessment outcomes are made by the majority view of the Assessment Board. Therefore should a Chief External Examiner not be prepared to endorse the decisions of the Assessment Board this will not nullify the decisions made by the Assessment Board.

## Part 4: Assessment Boards for taught courses

### Section 14: The operation of Assessment Boards

#### Principles

- 14.1 The University operates a single tier assessment board structure, whereby each board confirms both student module marks and results, and progression between levels of courses and/or the conferment of University awards. Such single tier boards are known as Progression and Award Boards.
- 14.2 There shall be a Progression and Award Board established for each academic department (or in the case of those Faculties which do not operate academic departments, for each agreed course cluster) and at each of Undergraduate and Postgraduate level. Each Progression and Award Board will be responsible for all modules and courses owned by that department (or course cluster). The Dean of each Faculty is responsible for ensuring that assessment boards are appropriately established and for determining the appropriate assessment board arrangements for their Faculty.
- 14.3 Exceptionally, where a module is not owned by a single academic department (or course cluster), module results and outcomes for that module will not be considered by a Progression and Award Board, and will be considered instead by a Module Board. A Module Board is responsible for confirming student module marks and results only. It shall be for the Deputy Vice Chancellor (Students) to determine those modules to be considered by a Module Board (which would typically include University Elective modules), and to determine the number and composition of such Module Boards. Module Boards will normally be scheduled to take place before Progression and Awards Boards, and the decision of the Module Boards will be reported to the relevant Progression and Award Board by way of the student profile.
- 14.4 Assessment boards are formally established on behalf of Academic Council and are accountable to Council for the fulfilment of their terms of reference through the relevant Dean of Faculty.
- 14.5 Assessment Boards must consider student results in accordance with the University and course assessment regulations and make recommendations to Academic Council, or to any external validating body, in relation to any student who, in the judgement of the Board, has fulfilled the objectives of the course and achieved the standard required for the award.
- 14.6 For all collaborative courses:
- i. specific arrangements for the operation of Assessment Boards will be set out in the Memorandum of Collaboration and/or Administrative Annex;
  - ii. where the University acts as the sole awarding body, and retains sole responsibility for the standard of the award, the Progression and Award Board will be chaired by a member of academic staff from the Faculty in which the course is located, as nominated by the Dean of Faculty.  
  
 Note: The nominated chair should only be the Liaison Tutor where that tutor has had no involvement with the moderation or marking of the work being assessed.
  - iii. where awards are shared between the University and another awarding body, or the University does not have sole responsibility for both the standard of the award and all assessment which may contribute towards it, Assessment Board arrangements will be those most appropriate to the course in question. Where an Assessment Board is chaired by a member of staff from a collaborative partner, the Dean of Faculty will provide formal written confirmation on the following to the Faculty Registrar:
    - i. the identity of the Chair of the Assessment Board;

- ii. that the University is represented at all meetings of the Board;
- iii. the external examiner arrangements for the Board.

- 14.7 The Dean of Faculty is responsible for ensuring:
- i) that procedures are followed with regard to the consideration and approval of the form and content of all summative assessment that count towards the assessment of the course and its modules
  - ii) the completion of the marking and moderation process
  - iii) that marks achieved by students for each summative assessment are finalised and available by the published deadline
  - iv) the involvement of the approved External Examiners in the moderation process.

### **Appointment of external examiners**

- 14.8 The nomination of external examiners to an Assessment Board is the responsibility of the relevant Dean of Faculty, in consultation with the Head of Department/Cluster Leader and/or Course Leader(s). All external examiner appointments must be approved in accordance with the University procedures for the appointment of external examiners (see Section 13).

Note: For full details on the appointment of an external examiner please refer to the Quality Assurance and Enhancement Handbook.

### **Membership of Progression and Award Boards**

- 14.9 The membership of a Progression and Award Board is as follows:
- a) the Chair, who shall be the Head of Department (or cluster leader), or nominee;
  - b) the Course Leader(s) for all courses being considered by the Board (including Liaison Tutors where appropriate);
  - c) the approved external examiner(s) currently appointed to that Board;
- 14.10 The quorum for a Progression and Award Board shall be 75% of the members, and must normally include the Chair and at least one external examiner.

Module leaders are not members of the Progression and Award Board but will be invited to attend meetings.

- 14.11 The Faculty Quality Committee is responsible for determining annually, at the start of each academic year, the membership of each Progression and Award Board within their Faculty in accordance with these regulations.

### **Terms of Reference for Progression and Award Boards**

- 14.12 A Progression and Award Board has oversight of all results at all levels and modes of study in respect of those modules which are identified for consideration by that Board, and of all progression and award decisions in respect of those courses identified for consideration by that Board: A Progression and Award Board is responsible for:
- a) ratifying the assessment component marks and final module marks, results and outcomes in accordance with the academic regulations, including the award of Referral, Deferral and Retake opportunities;
  - b) confirming decisions on condoned credit, where applicable, in accordance with the academic regulations;
  - c) confirming progression and award decisions based on a student's module results, in accordance with the academic regulations and any course specific regulations, for all students registered for the named awards for which the Board is responsible;

- d) confirming where a student's progress is such that the student should be excluded from the course on academic grounds in accordance with the academic regulations;
- e) confirming degree classification or the award of merit or distinction, where relevant, in accordance with the academic regulations;
- f) ensuring academic standards are appropriately maintained, including ensuring that marking and moderation processes have been followed correctly, that the spread of marks is appropriate, and that student performance outcomes on each module are in line with University norms;
- g) ensuring that the integrity of the academic standard of the award is observed;
- h) making recommendations to the Faculty Learning, Teaching and Assessment Committee on any matters relating to the assessment of the course;
- i) receiving a report from External Examiners relating to the consistency of marking on the module.
- j) any other matters assigned to it in the relevant course assessment regulations or referred to it by or on behalf of Academic Council.

### **Membership of Module Boards**

14.13 The membership of a Module Board is as follows:

- a) the Chair, who shall be a Dean of Faculty nominated by the DVC (Students);
- b) an approved external examiner(s) (for modules at Credit Levels 5, 6 and 7);
- c) the Module Leaders of all the modules being considered by the Board;

14.14 The quorum for a Module Board shall be 75% of the members and must normally include at least one external examiner.

### **Terms of Reference for Module Boards**

14:15 A Module Board has oversight of all assessments at all levels and modes of study in respect of those modules which are identified for consideration by that Board. The Module Board is responsible for:

- a) ratifying the assessment component and final module marks for each student in accordance with the academic regulations;
- b) ensuring academic standards are appropriately maintained, including ensuring that marking and moderation processes have been followed correctly, that the spread of marks is appropriate, and that student performance outcomes on each module are in line with University norms;

### **Requirements for All Assessment Boards**

14.16 Assessment Boards will be serviced by the Academic Registrar's Department. In addition to the secretary to the Board, representatives from the Academic Registrar's Department may attend to provide regulatory advice to the Board and to ensure that due process is followed.

14.17 No individual studying for a module or for an award to be considered by an Assessment Board may attend a meeting of that Board.

14.18 Where a student is known to a member of staff other than in their professional capacity, that staff member must declare an interest to the Chair of the Board.

- 14.19 Any member of the University Executive Board may attend an Assessment Board as an observer.
- 14.20 If an Assessment Board is inquorate, the Vice Chancellor, as Chair of Academic Council, may act to ratify all results recommended by the inquorate Board, provided that s/he is satisfied that the assessment process was undertaken appropriately.

### **Dates of meetings**

- 14.21 Undergraduate Assessment Boards will normally meet at least twice per academic year, once during the Main assessment board period and once during the Referral/Deferral assessment board period, in accordance with the academic regulations and published academic calendar.
- 14.22 Postgraduate Progression and Award Boards will normally meet twice in each academic session, at the end of Semester 2 and immediately prior to or during the autumn term following completion of the project or dissertation. In Faculties where there is a January intake of students Progression and Award Boards will also meet following the main semester one assessment period.
- 14.23 Assessment Boards will be scheduled by the relevant Faculty Registry, and dates will be published at least six months in advance.

### **Delegation of authority (Chair's Action)**

- 14.24 An Assessment Board may delegate its responsibilities in relation to recommendations on students' results to the Chair.
- 14.25 The endorsement of the external examiner(s) for a Board should be sought before the Chair assumes any of the responsibilities of the Board.
- 14.26 The Chair of an Assessment Board should exercise delegated authority only in exceptional cases, in correcting errors in the records presented to an Assessment Board, in considering academic appeals, in approving changes to students' marks as the result of an academic appeal or other similar investigation, and in cases where it is not practical to reconvene a Board in order to consider a very small number of students' results.
- 14.27 All decisions taken by Chair's Action must be formally recorded and reported to the next meeting of the relevant Assessment Board.

### **Confidentiality**

- 14.28 While the formal decisions of Assessment Boards will be published under the provisions of Section 15, the proceedings are confidential.

Note: Reports of Assessment Boards and communications relating to the assessment of individual students shall be circulated under confidential cover. Those privy, in any capacity, to the deliberations of an Assessment Board shall not discuss the Board's work with any other person, except where required to do so by the Faculty Registrar in relation to a formal request for review of an Assessment Board decision.

## Part 4: Assessment Boards for taught courses

### Section 15: Publication of results

#### Definition of results

##### Provisional results

- 15.1 Provisional results are marks notified to students by written comments and provisional percentage marks. Provisional results are normally recorded following internal moderation on to the Student Records System, (SRS). However, these are subject to scrutiny by an external examiner, prior to consideration at the relevant Assessment Board. Provisional results are, therefore, subject to change.

Note: Students are not allowed to challenge the academic judgement of their assessors. Provisional results may also be subject to a penalty for late coursework submission being imposed.

##### Confirmed results

- 15.2 Confirmed results are those, which have been approved by the relevant Assessment Board.

#### The release of results

- 15.3 At the end of each academic year (or after the meeting of the Assessment Board where the Assessment Board meets outside the normal academic session) the confirmed results for each module shall be notified to the student, by means of a computer-generated transcript (SRS Web).

- 15.4 The release of confirmed results is formally the responsibility of the Faculty Registrar, and no other member of University staff is authorised to release results without the agreement of the Associate Director, Academic and Student Administration.

- 15.5 Confirmed results shall only be released where they have been approved by a properly constituted Assessment Board, involving the external examiner(s) approved on behalf of Academic Council.

- 15.6 Wherever possible, results should be published by the final publication date as agreed by Academic Council each year in accordance with the approved [University Calendar](#).

Note: Where approval has been given for an Assessment Board to be held outside the published calendar the results will normally be available not more than five working days after the Assessment Board meeting, or the date on which results were confirmed by the external examiner.

#### Student responsibilities

- 15.7 It is a student's responsibility to ensure they obtain their own transcript after the official publication date. If a student has not been able to access, or has not received a copy of their results, it is their responsibility to ensure they contact the Registry as a matter of urgency.

Note: Students are advised to ensure they have checked their results on SRS Web within five working days of the official publication date.

- 15.8 Module results may be made available online before the final publication date for results and Assessment Board decisions.

- 15.9 Under no circumstances will results be disclosed by telephone.

- 15.10 Where a student specifically wishes to receive a copy of their transcript by post, they should request this from the Registry; such a request does not obviate the student's responsibility to obtain their results. The University can accept no responsibility for the arrival or otherwise of any correspondence in relation to a student's results.
- 15.11 Where the student records indicate that a student has failed all or part of the assessment, it is the students' responsibility to obtain information on the consequences and the possibilities, if any, of redeeming failure. This information will be included as part of the accompanying notes or as directed by the relevant Registry.

Note: Confirmed results are normally available via SRS Web.

### **Procedures for dealing with alleged errors**

- 15.12 Following the publication of provisional and confirmed results on the student record system (SRS), if a student or member of staff identifies a demonstrable error in relation to any module or component mark, they must raise the matter in writing with the Faculty Registry on a [Results Investigation form](#).

### **Ratification**

In all cases, results are subject to ratification on behalf of Academic Council, and to the determination of any legitimate requests for review of the Progression and Award Board decision (see Section 16 Academic Appeal).

## Part 4: Assessment Boards for taught courses

### Section 16: Academic Appeal

#### Introduction, Scope and Purpose

16.1 An Assessment Board derives its authority from Academic Council and is the only body that can make decisions concerning:

- module marks and results for students, including any requirements for reassessment
- the academic progression of students
- the expulsion of students for academic failure
- the conferment of awards

It makes such decisions in accordance with the requirements of the Frameworks for undergraduate and postgraduate taught courses (Sections 17 and 18 of the academic regulations).

16.2 The decisions of an Assessment Board can only be set aside in exceptional circumstances (see regulation 16.27). A decision of an Assessment Board may only be modified by that Assessment Board, including by the Chair of the Board acting on behalf of the Board, or by a superior Board.

16.3 An academic appeal is a representation against a decision of an Assessment Board in respect of an assessment outcome for an individual student. The purpose of these regulations is to provide a framework within which a student may seek to challenge that decision of an Assessment Board in respect of that student's assessment, in order to protect against potential unfairness resulting from omission or error on the part of the University. The regulations are intended to provide an opportunity to remedy material disadvantage to a student.

16.4 No student appealing under these regulations, whether successfully or otherwise, shall be treated less favourably than would have been the case had an appeal not been made.

16.5 If a student wishes to present a complaint about the University, its courses or services or the individuals concerned in their delivery, the *Student Complaints Procedure* should be used. Where a student submits an academic appeal against a decision of an Assessment Board in accordance with these regulations which, in the opinion of the Academic Standards Manager, requires an investigation which falls outside the remit of the Assessment Board and which constitutes a complaint under the provisions of the *Student Complaints Procedure*, then the matter shall be referred for consideration under the *Student Complaints Procedure*. The academic appeal shall be held in abeyance until the consideration of the matter under the *Student Complaints Procedure* has been concluded. The Academic Standards Manager shall notify the student accordingly, normally within 5 working days of receipt of the academic appeal. The findings of the Student Complaint investigation will then inform the consideration of the academic appeal.

16.6 The University's policies on the assessment of students, the role of external examiners and other related matters are published separately.

16.7 These Regulations do not cover complaints or academic appeals against matters which have already or are currently being considered by the Office of the Independent Adjudicator for Higher Education (OIA), a court, or a tribunal.

16.8 The University reserves the right to terminate the academic appeals process at any time if it judges that the appeal is vexatious or frivolous. This decision will be made by the Deputy Vice-Chancellor (Student Engagement) on the advice of the Academic Registrar. Any student submitting fraudulent documentation in support of their appeal or who submits an appeal that

is fraudulent in any other way will be subject to the provisions of the University's Student Disciplinary Regulations or Academic Misconduct Regulations, as appropriate.

- 16.9 As academic appeals are always related to individual assessment outcomes, it is unusual for students to submit collective appeals. However, the University recognises that there may be exceptional circumstances where the issues raised affect a number of students and therefore those students may wish to lodge a collective appeal. In these cases, each student is expected to show how they have personally been affected by the situation. In certain instances, a nominated individual may be required to act as spokesperson for those students who are making the collective appeal.
- 16.10 An academic appeal may only be submitted by the student whose assessment decision is being challenged – a third party may not submit an academic appeal on behalf of a student.
- 16.11 The University will not consider academic appeals which are made anonymously, nor will it consider requests made by appellants for appeals to be considered anonymously.
- 16.12 Student expenses for making an appeal will not be reimbursed by the University, regardless of the subsequent outcome.
- 16.13 The University undertakes to treat all appeals with confidentiality. Disclosure of evidence will be restricted to those parties involved in the review process.
- 16.14 The University is committed to complying fully with the Data Protection Act 1998 in its handling of personal data.

## Definitions

- 16.15 An '*Academic Appeal*' is defined as a request for a review of a decision of an Assessment Board charged with decisions on student progress, assessment and awards. This includes challenges to the outcomes of the mitigating circumstances process.
- 16.16 A '*complaint*' is any expression of dissatisfaction with the standard of service provided by the University or its agents, or with the actions or lack of actions by the University, its agents, or members of staff. The relevant procedure for dealing with complaints of this nature is the [Student Complaints Procedure, which includes a fuller definition of a complaint](#).
- 16.17 A '*Student*' is any person pursuing a taught undergraduate or postgraduate course, module or programme of study offered by the University which leads to an award of or the award of credit by, the University. This includes students enrolled with a collaborative partner on a course validated by the University, unless otherwise stated in the partnership agreement and agreed at the point of validation. Separate Academic Appeals procedures exist for students on [Research Degrees](#).
- 16.18 An '*Assessment Board*' is the formal body constituted in accordance with the provisions of Section 14 of the academic regulations for the purpose of, *inter alia*, making decisions concerning student assessment, progression and awards.
- 16.19 '*Mitigating Circumstances*' are defined for the purposes of assessment as circumstances of a serious nature, usually sudden or unforeseen, that occurred during or immediately before a specific item or period of assessment, and which had an adverse impact on the student's performance. Section 11 of the academic regulations gives a fuller description of Mitigating Circumstances.
- 16.20 '*Academic Judgement*' is a judgement that is made about a matter where only the opinion of an academic expert will suffice, for example a judgement about assessment, a degree classification, fitness to practise, research methodology or course content/outcomes will normally be academic judgement. However the fairness of procedures, the facts of the case, misrepresentation, the manner of communication, bias, an opinion expressed outside the area

of competence, the way evidence is considered and maladministration in relation to these matters are all issues where academic judgement is not involved.

- 16.21 *'Material irregularity'* means the University has not acted in accordance with its own regulations or procedures, or has not acted with procedural fairness, and that this failing on the part of the University is so significant that it has had a material impact on the outcome. I.e. had it not been for this failing the outcome would probably have been substantively different.
- 16.22 References to the *'Academic Standards Manager'* include his/her nominees who are working under his/her authority, or other appropriate officer nominated by the Academic Registrar.
- 16.23 The *'assessment process'* includes all aspects of assessment, including the application of assessment regulations, compliance with assessment requirements, calculation of marks and outcomes, and the conduct of the Assessment Board.

### Accompaniment and Representation

- 16.24 A student should seek advice from UWSU ("University of Westminster Students' Union") before making an academic appeal. Advice on the procedure may also be sought from the Academic Standards Manager and the student's Faculty Registry.
- 16.25 Students invited to attend an appeal hearing may be accompanied by an officer or staff member of UWSU, a currently enrolled student of the University, or a member of University staff, who may make representations on behalf of the student.
- 16.26 Legal representation will not be permitted at appeal hearings.

### Grounds for an appeal

- 16.27 A decision of a Board of Examiners may only be modified where one or both of the following criteria (the grounds) have been demonstrated to the satisfaction of the body considering the appeal:
- a) that there has been a material irregularity in the assessment process;
  - b) that there has been a material irregularity in the conduct of the Mitigating Circumstances process

Students wishing to appeal using ground b) (noted above) are advised to read Section 11 of the Academic Regulations, Mitigating Circumstances, prior to submitting an appeal.

- 16.28 Academic appeals which seek to challenge the academic judgement of the Board of Examiners will not be considered, and therefore matters of academic judgement will not be grounds for an academic appeal.
- 16.29 Mitigating circumstances will not be considered as grounds for an academic appeal. Any student wishing to have mitigating circumstances considered in respect of an assessment following the decision of an Assessment Board on that assessment should refer to the University's Mitigating Circumstances Regulations (Section 11 of the Academic Regulations).
- 16.30 Students should seek advice from UWSU, before submitting an appeal. Further details are available from the [Students Union](#).

### Procedure

#### STAGE 1: Initial Consideration

- 16.31 All academic appeals must be made within **15 working days of the publication of the decision which is being appealed** using the application form for [Stage 1 appeals](#) and

submitted to the Academic Standards Manager. All evidence must be provided at the time the appeal is submitted.

- 16.32 An academic appeal submitted after this deadline may, exceptionally, be admitted at the discretion of the Academic Standards Manager where the student can provide good reason, to the satisfaction of the Academic Standards manager, for its late submission.
- 16.33 The appeal request will be acknowledged normally within **5 working days** of its receipt.
- 16.34 The Academic Standards Manager shall review the appeal request and make one of the following determinations:
- i. That the appeal provides evidence of permissible grounds, as stated above, in which case the appeal shall move to Stage 2.
  - ii. That the appeal does not provide evidence of permissible grounds, as stated above, in which case the Academic Standards Manager will advise the student in writing of this finding, **within 20 working days** of receipt of the appeal, and that the appeal will not be further considered.
- 16.35 The Academic Standards Manager will write to the student to notify him/her of this determination normally **within 20 working days** of receipt of the appeal.
- 16.36 Where the student is dissatisfied with a determination that the appeal does not provide evidence of permissible grounds, s/he may, **within 5 working days** of the notification letter, request the Associate Director, Academic Quality and Standards to review this decision.
- 16.37 On receipt of such a request, the Associate Director, Academic Quality and Standards will review this decision and, normally **within 15 working days** of receipt of the request, will advise the student in writing of his/her determination.
- 16.38 Where the Associate Director, Academic Quality and Standards confirms the Academic Standards Manager's determination that the appeal does not provide evidence of permissible grounds, or where the student does not request a review of the decision of the Academic Standards Manager's decision within the five working days, this will constitute the completion of the University's procedures in this matter.
- 16.39 Where the Associate Director, Academic Quality and Standards determines that the appeal does provide evidence of permissible grounds, the appeal shall move to Stage 2.

## **STAGE 2: Consideration by the Assessment Board**

- 16.40 Where it is determined, either by the Academic Standards Manager or, following a request for a review by the Associate Director, Academic Quality and Standards that the appeal shall progress to Stage 2, the Academic Standards Manager will investigate all of the relevant issues detailed in the appeal. The Academic Standards Manager will normally complete this investigation **within 20 working days** of receipt of the appeal, or within 20 working days of the conclusion of the review of the Associate Director, Academic Quality and Standards.
- 16.41 Upon the completion of these investigations, the Academic Standards Manager will:
- 16.41.1 in the case of an appeal based on grounds of material irregularity in the assessment process (paragraph 19 a) above), report his/her findings in writing to the Chair of the Assessment Board whose decision is being appealed. The Chair of the Assessment Board shall consider these findings on behalf of the Assessment Board, and where appropriate should liaise with and seek views and opinions from relevant academic and other staff. The Chair shall, on behalf of the Assessment Board, reach one of the following determinations:

- a) that a material irregularity in the assessment process did occur and that, had it not been for that irregularity, the original decision of the Assessment Board would have been different. In such cases the Chair shall uphold the appeal and modify the Board's original decision as appropriate; or
- b) that a material irregularity in the assessment process did occur, but even had the irregularity not occurred the original decision of the Board would not have been different. In such cases the Chair shall reject the appeal and the Board's original decision will stand; or
- c) that a material irregularity in the assessment process did not occur. In such cases the Chair shall reject the appeal and the Board's original decision will stand.

16.41.2 In the case of an appeal based on grounds of material irregularity in the conduct of the Mitigating Circumstances process (paragraph 19 b) above), report his/her findings in writing to the Chair of the Mitigating Circumstances Board, with a copy to the Chair of the Assessment Board whose decision is being appealed. The Chair shall consider these findings on behalf of the Mitigating Circumstances Board, and where appropriate should liaise with and seek views and opinions from relevant academic and other staff. The Chair shall, on behalf of the Mitigating Circumstances Board, reach one of the following determinations:

- a) that a material irregularity in the conduct of the Mitigating Circumstances process did occur and that, had it not been for that irregularity, the original decision of the Mitigating Circumstances Board would have been different; or
- b) that a material irregularity in the conduct of the Mitigating Circumstances process did occur, but even had the irregularity not occurred the original decision of the Board would not have been different; or
- c) that a material irregularity in the conduct of the Mitigating Circumstances process did not occur.

The Chair of the Mitigating Circumstances Board shall notify his/her findings and determination to the Chair of the Assessment Board. The Chair of the Assessment Board shall consider these findings on behalf of the Assessment Board. The Chair shall, on behalf of the Assessment Board, reach one of the following determinations:

- d) that, in light of the findings of the Chair of the Mitigating Circumstances Board, the original decision of the Assessment Board would have been different. In such cases the Chair shall uphold the appeal and modify the Board's original decision as appropriate; or
- e) that, in light of the findings of the Chair of the Mitigating Circumstances Board, the original decision of the Assessment Board would not have been different. In such cases the Chair shall reject the appeal and the Board's original decision will stand.

16.42 Written confirmation of the Stage 2 decision, along with the full reasons for that decision, should be provided by the Academic Standards Manager to the student within **50 University working days** of receipt of the appeal (or within 90 working days in those cases where the Associate Director, Academic Quality and Standards reviewed the initial decision of the Academic Standards Manager in accordance with paragraph 31 above). Where the outcome of the appeal may impact on a student's progression, and any delay in considering the appeal may adversely impact the student's academic career, the University will do all that it can to expedite the consideration of the appeal, however this cannot be guaranteed as it is important that a robust process is followed and full consideration is given to the appeal.

16.43 Where the Chair of the Assessment Board modifies the Board's original decision, this shall be reported to the next meeting of that Assessment Board.

### **STAGE 3: Consideration of a Request for an Appeal Hearing**

16.44 Should the student be dissatisfied with the Stage 2 decision the student has the right to request the Associate Director, Academic Quality & Standards to refer the matter for

consideration by an Appeal Panel. Such a request must be received by the Associate Director, Academic Quality & Standards **within 10 working days** of the date of notification of the Stage 2 decision. Where such a request is not received by the deadline, the University's internal procedures are completed. Such a request will not be considered if Stage 2 of the process has not completed.

- 16.45 Such a request must be submitted on the [Stage 3 application form](#). The completed form must stipulate clearly and unambiguously the grounds upon which the request is based, and include a comprehensive statement explaining why the grounds have been met. All evidence submitted must relate only to the grounds for the request. The Associate Director, Academic Quality and Standards will acknowledge receipt of the request in writing normally **within 5 working days**.
- 16.46 The only possible grounds are as follows:
- a) that there was a material irregularity in the consideration of the academic appeal at Stage 2;
  - b) that new evidence has come to light to support the appeal which could not reasonably have been made available at the time the appeal was submitted.
- 16.47 The Associate Director, Academic Quality & Standards will consider the request against these grounds, and only these grounds. The Associate Director, Academic Quality & Standards may request the student or any other party to provide further information or clarification.
- 16.48 Where, in the opinion of the Associate Director, Academic Quality & Standards, there is evidence that one or both of the grounds might have been met the Associate Director, Academic Quality & Standards shall accept the request and refer the matter for consideration by an Appeal Panel at Stage 4.
- 16.49 Where, in the opinion of the Associate Director, Academic Quality & Standards, there is no such evidence the Associate Director, Academic Quality & Standards shall reject the request. In this case the Stage decision shall stand, there shall be no further opportunities for appeal, and the University's internal procedures are completed.
- 16.50 The Associate Director, Academic Quality & Standards shall notify the appellant in writing of the decision, and the reasons for it, normally **within 20 working days** of receipt of the request. Where it is not possible for the Associate Director, Academic Quality & Standards to meet this deadline the appellant will be informed and will be advised of the reasons for the delay.
- 16.51 Pending the outcome of Stage 3 the original decision will stand.

#### **STAGE 4: Consideration at an Appeal Hearing**

- 16.52 The Appeal Hearing will be conducted by a panel of the Academic Board and its composition will be as follows:
- a) Deputy Vice-Chancellor (Student Experience) or nominee (Chair)
  - b) 2 academic staff members of Academic Council
  - c) President of the Students' Union, or sabbatical officer nominee.

The Secretary to the Panel shall be a nominee of the Associate Director, Academic Quality & Standards.

- 16.53 No member of the Panel shall have had any previous involvement in the case, nor shall have been involved in the teaching or assessment of the student.
- 16.54 The quorum for an Appeal Panel is three, including the Chair.

- 16.55 The Appeal Hearing shall normally be held **within 30 working days** of the written notification of the Associate Director, Academic Quality and Standards' decision to accept the request to refer the matter to an Appeal Panel. Where it is not possible for the Hearing to be held within this timeframe the appellant will be informed and will be advised of the reasons for the delay. Wherever possible the date set will be at the student's convenience.
- 16.56 The student's expenses for attending an appeal hearing will not normally be reimbursed by the University.

### Procedures for conducting an appeal hearing

- 16.57 At least **10 University working days** in advance of the hearing the University will write to the student and ask that within **five University working days** the student:
- Confirm their attendance at the hearing
  - Confirm the name and relationship of the person who will be accompanying them to the hearing
  - Confirm the name and relationship of any witnesses that the student wishes to call during the hearing
  - Provide any additional evidence that they wish the appeal panel to consider that has not previously been submitted at stage one or stage two of the appeals process
  - Provide an indication of the outcome they are seeking within the scope of the regulations.
- 16.58 The members of the appeal panel, the student, the Chair of the Assessment Board whose Stage 2 decision is being appealed and, where appropriate, the Chair of the Mitigating Circumstances Board will receive the same documentation prior to the hearing including:
- the student's submission and supporting evidence
  - the Stage 2 outcome letter, which will include the reasons for the decision
  - the relevant assessment regulations
  - other documents which may be considered relevant.
- 16.59 Submission of additional evidence will not be permitted except orally during the hearing. Tabled evidence will not be permitted.
- 16.60 The panel will ask questions of:
- the student
  - any witnesses that the student wishes to call
  - the Chair of the Assessment Board whose decision is being appealed and, where appropriate, the Chair of the Mitigating Circumstances Board
  - any witnesses that the Chair of the Assessment Board wishes to call
- 16.61 The student is expected to attend the hearing in person. In the event of a student's non-attendance the appeal hearing will proceed. Exceptionally, this condition may be waived by the Chair of the appeals panel where there is evidence to show that a student is unable to comply, e.g. where a student is too incapacitated by illness to attend. A representative will not be allowed to attend on the student's behalf.
- 16.62 Students have the right to call any witnesses that they choose who will be able to provide information pertinent to the issues under consideration at the appeal hearing. The Chair of the Assessment Board whose decision is being appealed also has the right to call any witnesses that they choose who will be able to provide information pertinent to the issues under consideration at the appeal hearing. Witnesses will not be able to ask questions on behalf of the student and are only permitted to be present whilst giving evidence.
- 16.63 Appeal Hearings shall be held in private.

- 16.64 The Appeal Panel shall consider the evidence presented, and shall limit its consideration to the grounds stated at paragraph 38 above. It is not the purpose of the Appeal Hearing to re-hear the original academic appeal. The Appeals Panel will decide, on the balance of probabilities, either:
- i) that one or both of the grounds for appeal are met, in which case the appeal is upheld and the matter is referred back to the Chair of the Assessment Board or, where appropriate, the Chair of the Mitigating Circumstances Board to reconsider the original academic appeal. The Panel may also make recommendations to the Chair of the Assessment Board and/or the Chair of the Mitigating Circumstances Board; or
  - ii) that neither ground for appeal is met, in which case the appeal is rejected and the Stage 2 decision shall stand. There shall be no further opportunities for appeal, and the University's internal procedures are completed.
- 16.65 In the event that the Panel does not reach a consensus, the Chair will have the casting vote. No vote will be counted for absent panel members.
- 16.66 The Appeals Panel may also recommend to Academic Council changes to assessment procedures or highlight examples of good practice as a result of the appeals process.
- 16.67 The student, the Chair of the Assessment Board and, where appropriate, the Chair of the Mitigating Circumstances Board will be informed, in writing, of the outcome of the appeal hearing within **5 working days**. The outcome letter will include the reasons for the Panel's decision.
- 16.68 The decision of the Appeal Panel is final and cannot be the subject of any further appeal. This is considered the end of the University's internal procedures.
- 16.69 Pending the outcome of any appeal at Stage 4 the original decision will stand.

#### **STAGE 5: Reconsideration by the Assessment Board**

- 16.70 Where the Appeal Panel upholds the appeal and refers the matter back for reconsideration by the Chair of the Assessment Board or the Chair of the Mitigating Circumstances Board, this reconsideration must be completed at the earliest opportunity and normally within **20 working days** of notification of the Panel's decision.
- 16.71 This reconsideration will be undertaken in accordance with the provisions of regulation 16.41 above.
- 16.72 The student must be informed by the Academic Standards Manager of the outcome within a **further 5 working days**.
- 16.73 There shall be no further right of appeal following this reconsideration, which shall constitute the completion of the University's internal procedures.

#### **Completion of Procedures**

- 16.74 At the completion of the University's internal processes relating to appeals, the Associate Director, Academic Quality and Standards, or nominee, will issue a letter informing a student that the University's procedures are complete. If a student remains dissatisfied with the outcome it may be possible to make a complaint to the Office of the Independent Adjudicator for Higher Education (OIA). Information and eligibility rules are available at <http://www.oiahe.org.uk>

#### **Annulment of the decision of an Assessment Board**

- 16.75 Notwithstanding the fact that the student has no further right of appeal, the Deputy Vice-Chancellor (Student Experience) may, in exceptional circumstances, recommend to Academic Council that the decision of an Assessment Board be annulled if:
- i) the Chair of the Assessment Board and/or the Chair of the Mitigating Circumstances Board has failed to reconsider the Stage 1 decision despite referral back following a successful appeal; or
  - ii) the Chair of the Assessment Board and/or the Chair of the Mitigating Circumstances Board has ignored a reasonable recommendation from the Appeal Panel in their reconsideration; or
  - iii) following the completion of all other internal procedures the decision remains perverse or unreasonable to the detriment of a student or students.
- 16.76 If it is felt that the irregularity may have affected other students, Academic Council may annul part or all of the assessment process.
- 16.77 Where Academic Council annuls the decision of an Assessment Board or part or all of an assessment process it shall put in place arrangements as it sees fit in order to remedy the situation. This may include substituting the decision of the Assessment Board with a modified decision.

## Part 5: Modular frameworks for taught courses

### Section 17: Framework for undergraduate taught courses – Levels 3, 4 and 5 only

#### 1. Scope

- 1.1 These regulations are applicable to all taught courses leading to an undergraduate award of the University at level 3, 4, 5, 6 or 7<sup>5</sup>. Any courses seeking exemption from these regulations, or from specific provisions of these regulations, must do so at the point of validation or review, and such exemption will normally only be granted in order to meet the requirements of external professional bodies.
- 1.2 These regulations will also be applicable to all taught undergraduate awards validated by the University but delivered under a collaborative arrangement with a partner institution, unless otherwise agreed at the point of validation or in accordance with normal procedures for making any change.
- 1.3 These regulations are applicable from the start of the 2016/17 academic session in respect of students studying at levels 3, 4 and 5, from the start of the 2017/18 academic session in respect of students studying at level 6, and from the start of the 2018/19 academic session in respect of students studying at level 7. Transitional arrangements for students transferring into these regulations, for example following a period of interruption or repeat study, are stated separately.

#### 2. General

- 2.1 The University uses Part A of the Quality Assurance Agency's (QAA) Quality Code as a reference point for setting, delivering and maintaining the academic standards of its validated awards. The Quality Code starts with the premise that qualifications should be awarded on the basis of achievement of positively defined learning outcomes (demonstrated through assessment against a standard) rather than duration of study. This applies to all undergraduate awards validated by the University of Westminster, including those delivered by Partner Institutions.
- 2.2 All undergraduate credit bearing awards are expected to align with the UK reference points for academic standards as set out in the QAA's Quality Code Part A1. This will be considered by University Validation Panels, who act with delegated authority from Academic Council when considering proposals for new course validation or for the periodic review of existing awards.
- 2.3 Where an award has been validated by the University to fulfil the requirements of a Professional, Statutory or Regulatory Body (PSRB), the University still maintains the responsibility for the academic standards of that award, even where the PSRB influences the design, approval, monitoring or review of that award.
- 2.4 All awards, and consequently the courses that lead to them, will be assigned, at the point of validation, to a Level of the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (QAA, August 2008) in accordance with the national system of levels and awards stated in Table 1.
- 2.5 The Awards of the University that may be conferred under this scheme are as stated in Table 1 below:

<sup>5</sup> Integrated Masters awards, although at Level 7, are regarded for many purposes as undergraduate awards and are governed by the provisions of these regulations. Throughout these regulations references to Level 7 therefore apply only to Level 7 of Integrated Masters programmes.

Table 1: The national system of levels and awards as it applies to the University

Level	Award Type	UoW Award
Level 7 (Postgraduate)	Integrated Masters degrees	MEng MLaw
Level 6 (Undergraduate)	Bachelors degrees	BA (Hons)
		BSc (Hons)
		BEng (Hons)
		BMus (Hons)
		LLB (Hons)
		BA*
		BSc*
		BEng*
		BMus*
	Graduate diplomas	Grad Dip
	Graduate certificate	Grad Cert
Level 5 (Undergraduate)	Foundation degrees	FdA**
		FdSc
	Diplomas of Higher Education	DipHE*
	Diploma of Special Study	DIPSS
Level 4 (Undergraduate)	Certificates of Higher Education	CertHE*
	University Certificates & Diplomas	CertEd (Diploma in Teaching in the Lifelong Learning Sector (DTLLS))**
Level 3	Foundation certificate	Foundation Certificate

\* These awards are exit awards only. They are not target awards, and do not exist as courses in their own right.

\*\* These awards are offered as validated awards with partner institutions

- 2.6 To be eligible for an award a student must achieve a specified volume of Credit, at specified Levels, as detailed in Table 9 below. Students achieve Credit by undertaking and satisfactorily completing Modules. Modules are the building blocks of Courses and Awards.
- 2.7 Each course is described in detail in the Programme Specification, which must be approved at the point of validation. The Programme Specification describes, amongst other things, the structure of the course and the modules which the course comprises, including details of any optional modules. It also describes the pathways that might be available, and the award title(s) to which the course can lead.
- 2.8 Where a course can lead to multiple award titles, the Programme Specification shall state the combination or balance of modules to be passed in order to meet the requirements for each award title. In the case of Degree awards, awards may be single honours (or non-honours), joint honours (or non-honours), or major/minor honours (or non-honours).

### 3. Framework Structure

#### 3.1 Modules & Credits

- 3.1.1 Each module is described in detail in the Module Descriptor, which must be approved at the point of validation<sup>6</sup>. The Module Descriptor describes, *inter alia*, the structure of the module, the amount and type of teaching and learning activity, the learning outcomes for that module, the assessment criteria for that module, the ways in which the module will be assessed, and the relative weightings of the assessment activities.
- 3.1.2 With the exception of Polylang modules (see paragraph 3.1.7 below), each module will be assigned a Credit Level and a Credit Volume. Together these constitute the Credit Value of that module.

<sup>6</sup> Procedures for approving additional modules or amending existing modules will be contained in the Quality Assurance and Enhancement Handbook.

- 3.1.3 The Credit Level will reflect the depth of learning involved and the intellectual demand of the module, and will be assigned with reference to the Credit Level Descriptors prescribed by Appendix B of the *Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England* (QAA, August 2008), and stated below in Table 2:

Table 2: *Generic Credit Level Descriptors (source: HE credit framework for England 2008)*

Level	Learning accredited at this level will reflect the ability to:
Level 7	display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making, including use of supervision
Level 6	critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes.
Level 5	generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well-defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.
Level 4	develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information, using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

Additionally, some courses will include modules at Level 3, which will align with the Level 3 level descriptor as defined in the *National Qualifications Framework* under the stewardship of OFQUAL.

- 3.1.4 The Credit Volume will reflect the amount of learning expected for the typical student to achieve the learning outcomes of that module. The Credit Volume is based on an estimate using the idea of *notional hours of learning*, which includes not only formal classes and contact time, but also preparation time, independent study, reading, revision, assessment, the undertaking of course work, online learning, field trips, and all other self-directed learning. One credit represents 10 *notional hours of learning*. Credit Volume therefore defines the module size.
- 3.1.5 The standard module size shall be 20 credits. However modules of 40, 60, 80, 100 or 120 credits may be permitted, subject to approval at validation. In the case of Polylang, 10 credit modules shall be permitted for incoming exchange/study abroad students only.
- 3.1.6 Credit Volumes used by the University are consistent with those used throughout the UK Higher Education sector. Note that across much of the rest of the European Union, and other collaborating European countries, the European Credit Transfer and Accumulation Scheme (ECTS) is used. The United States HE sector operates a different credit system again. 20 University of Westminster credits equate to 10 ECTS credits and 5 US credits.
- 3.1.7 In the case of Polylang modules, the Credit Level will not be assigned to the module. Instead, where credit is awarded the Credit Level achieved by the student shall be determined by the level of study of the student, such that a Level 4 student will achieve credit at Level 4, a Level 5 student will achieve credit at Level 5, and a Level 6 student will achieve credit at Level 6, regardless of the Polylang module that is taken.

A Level 4 or Level 5 student may take a Polylang Grade 1, 2, 3, 4 or 5 module. A Level 6 student may take a Polylang Grade 3, 4 or 5 module, and may take a Polylang Grade 2 module only if s/he has previously taken a Polylang Grade 1 module at either Level 4 or Level 5. A Level 6 student may not take a Polylang Grade 1 module.

This is summarised in table 3 below:

*Table 3: Credit Level achieved by students for Polylang Modules*

		Polylang Module Grade				
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Level of Student	Level 4	L4	L4	L4	L4	L4
	Level 5	L5	L5	L5	L5	L5
	Level 6	n/a	L6*	L6	L6	L6

\* A Level 6 student may only take a Polylang Grade 2 level if s/he has previously taken a Polylang Grade 1 module at either Level 4 or Level 5.

### 3.2 Course Structure

3.2.1 Each course will have one or more Levels.

3.2.2 Where a course has two or more Levels, the end of each Level, in the case of full-time courses, represents a progression point, and the student must satisfy the progression requirements (see section 5 below) in order to progress to the next Level.

3.2.3 Within each Level students must take modules of prescribed credit volumes, as defined by Table 4 below:

*Table 4: Course structures – Levels & Prescribed Credit Values - target awards only*

Course	No. of Years (standard FT mode)	No. of Levels	Level	Volume of Credit to be taken per Level
MEng MLaw	4	4	4	120 credits
			5	120 credits
			6	120 credits
			7	120 credits
	5	4	4	120 credits
			5	minimum 120 credits maximum 240 credits*
			6	minimum 120 credits maximum 240 credits*
BA (Hons) BSc (Hons) BEng (Hons) BMus (Hons) LLB (Hons)	3	3	4	120 credits
			5	120 credits
			6	120 credits
	4	3	4	120 credits
			5	minimum 120 credits maximum 240 credits*
			6	minimum 120 credits maximum 240 credits*
BSc (Hons) with Foundation Year BEng (Hons) with Foundation Year	4	4	3	120 credits
			4	120 credits
			5	120 credits
			6	120 credits
	5	4	3	120 credits
			4	120 credits
			5	minimum 120 credits maximum 240 credits*
6	4	5	minimum 120 credits maximum 240 credits*	
		6	minimum 120 credits maximum 240 credits*	
Grad Dip	2	1	6	120 credits
Grad Dip in Law	1	1	6	160 credits
Grad Cert	1	1	6	60 credits
DIPSS (Diploma of Special Study)	No specified time limit	1	5	40 credits
FdA FdSc	2 or 3	2	4	120 credits
			5	120 credits
CertEd (Diploma in Teaching in the Lifelong Learning Sector (DTTLS))	1	1	4	120 credits

Foundation certificate	1	1	3	120 credits
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*\* Credits over and above 120 applies only to students undertaking a four year course which includes the award of credits for a placement or study abroad year, as defined by the Programme Specification for that course. Students on such a course will take 120 credits at the University, and will then take between 20 and 120 additional credits during the study abroad or placement year. Such additional credits are taken at one Level only, and the total credits taken over the course will therefore be between 360 and 480. Note that such additional credits taken as part of a placement or study abroad year do not contribute for the purposes of progression requirements (see paragraph 5.1.2 below) and do not contribute to any award calculation (see paragraph 7.2.2 below).*

- 3.2.4 Students may not take more than the stated credit volume at each level except where seeking to recover failed credit (see paragraph 4.7 below).
- 3.2.5 Modules can be designated as either core, option or elective according to their importance in enabling students to achieve the learning outcomes for the course as a whole and, where applicable, meet professional body requirements. Individual modules do not have an intrinsic status as core, option or elective, but are designated as such in relation to a particular course. It is therefore possible for a single module to be core in relation to one (or more) course(s), an option in relation to another (or other) course(s), and an elective in relation to another (or other) course(s).
- 3.2.6 Core modules are those which serve a fundamental role within the curriculum, and for which achievement of the credits for that module is essential for the achievement of the named award. Core modules must therefore be taken, and passed, in order to achieve the named award. They are associated with, and validated as part of, a specific course (or courses), and are listed as core modules in the programme specification.
- 3.2.7 Option modules are those which are in the same subject area as the course of study and are offered to students in order to provide an element of choice in the curriculum and from which students are able to select. They are associated with, and validated as part of, a specific course (or courses), and are listed as option modules in the programme specification.
- 3.2.8 Elective modules are those which provide students with an opportunity to broaden their curriculum and which might be in a different subject area from the course of study and from which students are able to select. They are not associated with or validated as part of a specific course, and are not listed in programme specifications. There are two categories of elective module:
- i) Faculty electives: these are owned by a single Faculty and, subject to any pre-requisites, are available to students both from that Faculty and from other Faculties who are studying at the appropriate level on a course which allows students to take electives at that level.
  - ii) University electives: these are cross-disciplinary or transferable by definition and not owned by any individual Faculty, and are available to all students studying at the appropriate level on a course which allows students to take electives at that level.
- 3.2.9 The Programme Specification for each course shall list, by Level, all modules which are available to students on that course, including both core modules and, where applicable, option modules.
- 3.2.10 The maximum number of option and elective modules that a student may take at each level is as follows:
- Level 4: up to 1 free choice: either an elective or an option  
Level 5: up to 2 free choices (either 2 options; or 1 option and 1 elective).  
Level 6: up to 2 free choices (either 2 options; or 1 option and 1 elective).
- 3.2.11 One Academic English module will be offered as an elective module at each of Levels 4, 5 and 6, and may be taken only by those students with an identified need. The Level 6 Academic English module is normally available only to direct entrants to Level 6.

## Guidance: Student Responsibilities – Module Registration

- Students are responsible for compiling their programme of study and ensuring that it complies fully with the framework regulations and with any course specific regulations.
- Students must register their elective module choices by deadlines to be determined annually and published in the University Calendar.
- In the event that a student fails to register module choices, the University reserves the right to assign modules on the student's behalf.
- Students seeking to change a module registration must do so in accordance with procedures and deadlines determined annually by the Academic Registrar's Department. Students should seek advice from their Faculty Registry.
- A student will not normally be permitted to change a module selection once delivery of that module has started.
- Where the procedure for a change of module registration is not followed, or a request is not accepted, the student will remain registered on the module, and will be subject to the assessment requirements of that module.
- Requests to change a module registration submitted after the published deadline will only be considered where:
  - the original module cannot be accommodated within the validated course structure; or
  - a part-time student has a verified conflict between a selected module and work obligations; or
  - the University acknowledges that the published module information is misleading.

**3.3 Mode of Study**

- 3.3.1 The Programme Specification, as agreed at the point of validation or review, will state whether a course is available in Full-Time (FT) mode, Part-Time (PT) mode, or both. Where a course is validated in both FT and PT modes, students must state their intended mode of study at the point of application to the course.
- 3.3.2 The normal requirement for each full-time year of undergraduate study is not less than 120 credits. Where a student is studying full-time for one semester only they will be regarded as a Full-Time Short student. Any other student taking fewer than 120 credits in an academic year will be regarded as a Part-Time student.
- 3.3.3 A student wishing to change mode of study may normally only do so before the start of an academic year.
- 3.3.4 With the exception of a module retriever (see paragraph 5.1.5 below), a student may only undertake a course in the mode for which that course has been validated.

**3.4 Enrolment**

- 3.4.1 Students are required to enrol on a named course of study, and must re-enrol annually in accordance with procedures laid down by the Academic Registrar's Department. An eligible student who fails to complete their enrolment within two weeks of their expected enrolment date will be deemed to have withdrawn from their course, and will normally have their enrolment terminated.
- 3.4.2 The maximum periods of enrolment for a course, including any periods of interruption or suspension, are as stated in Table 5 below:

Table 5: Maximum periods of enrolment - target awards only

Course	Standard (Minimum) Period of Enrolment Full-Time (notwithstanding APEL & Credit Transfer)	Maximum Period of Enrolment <sup>7</sup>	
		Full-Time Course	Part-Time Course
MEng MLaw	4 years (5 years if course includes placement/study abroad year)	6 years	9 years
BA (Hons) BSc (Hons) BEng (Hons) BMus (Hons)	3 years (4 years if course includes placement / study abroad year)	6 years	8 years
BEng (Hons) with Foundation BSc (Hons) with Foundation	4 years (5 years if course includes placement / study abroad year)	7 years	9 years
LLB (Hons)	3 years (4 years if course includes placement / study abroad year)	6 years	6 years
Grad Dip	2 years	2 years	4 years
Grad Dip in Law	1 year	2 years	2 years
Grad Cert	1 year	2 years	3 years
FdA FdSc	2 years	5 years	6 years
Diploma of Special Study (DIP SS)	1 year	1 year	N/A
Certificate in Education (Diploma in Teaching in Lifelong Learning Sector (DTTLS))	1 year	1 year	N/A
Foundation certificate	1 year	2 years	4 years

- 3.4.3 Where a student changes mode of study during their course, or transfers into the University in accordance with RPEL or Credit Transfer regulations, the maximum period of enrolment shall be determined by the Academic Registrar, or nominee, on a pro rata basis.
- 3.4.4 An extension to the maximum period of enrolment may only be granted in exceptional circumstances and at the discretion of the Academic Registrar or nominee.
- 3.4.5 Students who exhaust the relevant maximum period of enrolment without achieving the final award will, where an extension has not been granted, have their enrolment terminated. Such students may be eligible for an exit award (see paragraph 7.10 below).

Guidance: Student Responsibilities – Enrolment

- Students must enrol annually in accordance with procedures determined and notified by the Academic Registrar's Department.
- A student who fails to complete enrolment within two weeks of the prescribed deadline, without good cause and without informing the University, will be deemed to have withdrawn from the University and will normally have their enrolment terminated.

<sup>7</sup> These are the overall time limits for courses with the substantive mode of attendance indicated above. They include any periods for the interruption of studies or the retrieval of failed modules. The time limit for any programme of study not listed above shall be determined by the relevant University Validation Panel.

- Students should ensure that they are aware of the maximum period of enrolment for their desired award, as stated above, and should ensure that they do not exceed this maximum period.

### 3.5 Course Transfers

- 3.5.1 A student wishing to transfer from one course to another within the University must do so in accordance with the published procedure and:
- i. Must normally, in the case of a student in their first year of study, do so within the first two weeks of the academic year or, in the case of a continuing student, do so at the end of the academic year;
  - ii. must gain the approval of the Course Leader or nominee of each of the current and proposed course;
- 3.5.2 A student transferring to another institution shall be regarded as a withdrawal (see paragraph 3.7 below)

Guidance: Student Responsibilities – Course Transfers

- Students wishing to transfer must follow the published procedures, and
- Students should be aware that there may be course fee and funding implications for them following a transfer. Students should contact the Student Advice Service, or the Student Loans Company / Student Finance England as appropriate, for further information. For students on a Tier 4 visa a transfer may also have implications for your visa. Where relevant, your Faculty Registry will notify Student Finance England and the Home Office about any transfer.

### 3.6 Interruptions

- 3.6.1 An interruption is an extended period of authorised absence from the course.
- 3.6.2 A period of interruption may be:
- i. taken by a student at that student's discretion; or
  - ii. required by the University on grounds of the student's health and/or well-being.
- 3.6.3 Where the University wishes to require a student to interrupt on grounds relating to the student's health and/or well-being, the procedure as described in the University's *Fitness to Study Policy* shall be observed.
- 3.6.4 The University may only require a student to interrupt where the University is satisfied that a period of interruption is in the best academic interests of the student. Under no circumstances shall such action be taken as a punitive measure.
- 3.6.5 Students who seek or are required to interrupt their studies on health grounds will be required to provide evidence, to the satisfaction of the Course Leader or in accordance with the Fitness to Study Policy, as appropriate, that they are fit to resume their studies before they rejoin the course.
- 3.6.6 An interruption is not to be confused with, or used as a substitute for, deferral of an assessment due to mitigating circumstances (see paragraphs 4.2.2 and 4.2.9).
- 3.6.7 An interruption will not normally be permitted for a period of less than one semester.
- 3.6.8 Where a student commences a period of interruption once a module has started but before completing all the assessment requirements for that module, no credit will be awarded and the student, upon their resumption of studies, will normally be required to rejoin at the start of the uncompleted module(s).

- 3.6.9 The maximum period of enrolment (see paragraph 3.4.2 above) includes any periods of interruption.
- 3.6.10 During a period of interruption a student is not normally entitled to access any of the University's services or systems, including IT, library, workshop or social facilities, beyond such access that is permitted to members of the public.

**Guidance: Student Responsibilities – Interruptions**

- Students wishing to interrupt their studies must contact their Faculty Registry and complete the appropriate documentation.
- Students wishing to return to their studies from a period of interruption must seek permission from their Course Leader, and will be required to demonstrate that the personal reasons that necessitated the interruption are no longer relevant.
- Students interrupting their studies should be mindful of the maximum permitted period of enrolment for their course, and should be aware that they risk having their enrolment terminated if they exceed the maximum permitted period.
- Students should be aware that there may be course fee and funding implications for them following a period of interruption. Students should contact the Student Advice Service, or the Student Loans Company / Student Finance England as appropriate, for further information. For students on a Tier 4 visa an interruption may also have implications for your visa. Where relevant, your Faculty Registry will notify Student Finance England and the Home Office about any interruption. Students are advised to seek advice from the Student Affairs department.

**3.7 Withdrawals**

- 3.7.1 Any student who is absent from their studies without authorisation or good reason for a period of at least two weeks (10 consecutive working course days), may be deemed to have withdrawn from their course and, at the discretion of the Faculty Registrar, may, provided that notice and an opportunity for the student to make representations has been given, have their enrolment terminated.
- 3.7.2 A student whose enrolment is so terminated may only be re-instated upon appeal to and at the discretion of the relevant Dean of Faculty. There shall be no further right of appeal.
- 3.7.3 A student who wishes to withdraw from their studies should notify the University in accordance with procedures determined annually by the Academic Registrar's Department.
- 3.7.4 Where a student withdraws from their studies before or without completing all of the assessment components for a module, the student will be withdrawn from that module, the module will not be considered by the Assessment Board, and no credit will be awarded for that module.
- 3.7.5 Where a student withdraws from their studies after completing all of the assessment components for a module, the module will be considered by the Assessment Board and credit for that module may be awarded.
- 3.7.6 Where a student withdraws from their studies, an exit award may be awarded (see paragraph 7.10 below)

**Guidance: Student Responsibilities – Engagement & Withdrawal**

- Students are expected to engage fully with their studies. Such engagement includes regular attendance.
- Students who are unable to attend due to illness, or other good cause, should notify their Faculty Registry at the earliest opportunity.

- Students who are absent from their course for 10 consecutive working days without authorisation or without notifying the Faculty Registry risk being deemed to have withdrawn for their studies and consequently having their enrolment terminated.
- Students who wish to withdraw should notify the University in accordance with published procedure, and should consult their Faculty Registry in the first instance.
- Students who withdraw should make themselves aware of any financial implications, including liability for the payment of tuition fees and other costs. Further details can be found in the University's Financial Regulations, or through seeking advice from the Student Affairs department.

## 4. Assessment

### 4.1 Assessment Structure

- 4.1.1 Each module shall comprise one or more summative assessment<sup>8</sup> components. These assessment components will be clearly stated and detailed in the module descriptor, and may only be varied in accordance with the procedures for module modification. Where a module has more than one assessment component, the module descriptor shall state the relative weighting of each component.
- 4.1.2 With the exception of 'grade only' modules (see paragraph 4.2.12 below), each assessment component will be awarded a mark in the range 0 to 100. All marks awarded for module components will be integers. The module mark and result will be determined by aggregating the marks awarded to the assessment components (see paragraph 4.2 below).
- 4.1.3 An assessment component may be defined in the module descriptor as being a qualifying assessment component, with a qualifying mark. A qualifying assessment component is a component in which the qualifying mark must be reached in order to pass the module.

### 4.2 Marking

#### Assessment Component Level

- 4.2.1 Each assessment component will be assessed against the assessment criteria as published in the module descriptor for that module and (with the exception of 'grade only' modules) awarded a mark between 0 and 100.

The result of each component will be determined by the mark awarded according to the following table:

*Table 6:  
Assessment component mark scheme for modules at Level 3, 4, 5 and 6*

Mark Range	Result
40-100	Pass
0 – 39	Fail
0	Defer*

\* see paragraph 4.2.2 below

<sup>8</sup> Summative assessment is assessment whose mark contributes to the module mark and thus to the award. It contrasts with formative assessment, whose primary purpose is to inform students and staff of the students' progress and to allow students to reflect on their work. Formative assessment does not contribute to either the module mark or the award, and thus it is not governed by the provisions of these regulations.

*Assessment component mark scheme for modules at Level 7*

<b>Mark Range</b>	<b>Result</b>
50-100	Pass
0 – 49	Fail
0	Defer*

\* see paragraph 4.2.2 below

- 4.2.2 Where the student has been permitted, as a result of mitigating circumstances, to present an assessment component at a later date, a mark of 0 is awarded, with a result of 'Defer'. In such cases the student will be deferred in that assessment component (see paragraph 4.2.9 below).
- 4.2.3 All students who submit or present themselves for assessment are, in doing so, declaring themselves fit to be assessed. This is known as the 'fit to sit' policy. A student may only be deferred in respect of an assessment component that s/he has presented where the student can demonstrate, to the satisfaction of the University, that due to the nature of the mitigating circumstances the student was not aware that s/he was not fit to be assessed when deciding to submit or present for assessment.
- 4.2.4 Under no circumstances may individual marks be adjusted, at either assessment component, module, or award classification level, on the basis of mitigating circumstances. Where mitigating circumstances are accepted in accordance with the relevant University policies and regulations concerning mitigating circumstances and academic appeals, this will result only in the assessment component in respect of which the mitigating circumstances were submitted being set aside and a mark of 0 awarded. The student will be deferred in that assessment component and will have a right to be assessed as if for the first time (where the deferral was at the first attempt) at the next available opportunity as defined in paragraph 4.10 below.
- 4.2.5 The University's Mitigating Circumstances Regulations and Academic Appeal Regulations will reflect these principles, and will detail the procedures that will be applied.

Module Level

- 4.2.6 The module pass mark for modules at Levels 3, 4, 5 and 6 is 40. The module pass mark for modules at Level 7 is 50.
- 4.2.7 The overall module mark achieved by each student shall be calculated by aggregating, in accordance with their relative weightings, the student's assessment components marks (the 'weighted average'). Except where a student fails a qualifying assessment component, a module may be passed even where one or more assessment components have been failed, provided that the module pass mark is achieved.
- 4.2.8 However, where a student fails to achieve the qualifying mark in a qualifying assessment component, the module is failed and the overall module mark is capped and recorded at 39 in the case of modules at Levels 3, 4, 5 and 6 (i.e. where the weighted average is greater than 39 the student will be awarded a mark of 39 for the module), or 49 in the case of modules at Level 7 (i.e. where the weighted average is greater than 49 the student will be awarded a mark of 49 for the module).
- 4.2.9 Where a student is deferred in one or more assessment components, but has not failed any assessment components, the student will be deferred in the module pending completion and assessment of the deferred assessment component(s) (see paragraph 4.10 below). This applies even where the overall module pass mark has been achieved.
- 4.2.10 Where a student is deferred in one or more assessment components, but has also failed one or more assessment components (or failed to reach the qualifying mark in a qualifying assessment component) and has failed to achieve the overall module pass mark (including by virtue of failing to achieve the qualifying mark in a qualifying assessment - see paragraph 4.2.8 above), the student will fail the module.

- 4.2.11 Where a student is deferred in one or more assessment components, but has also failed one or more assessment components but has achieved the overall module pass mark, the student will be deferred in the module pending completion and assessment of the deferred assessment component. In such cases the student will not be re-assessed in the failed assessment component(s).
- 4.2.12 'Grade only' modules may be permitted where there is an external body requirement for modules to be assessed on a pass/fail basis. These will be clearly identified in the validated programme specification. Additionally, modules taken as part of a study abroad, exchange, or placement period may be grade only. Where a module is grade only, no numerical mark is awarded, at either component or module level, and students can only pass or fail. Such modules will therefore not count towards the calculation of any award classification.
- 4.2.13 The result of each module will be determined by the mark awarded according to the following table:

Table 7:

*Module mark scheme for modules at Level 3 and 4*

Mark Range	Result
40 – 100	Pass
30 – 39	Fail or Condoned Pass*
0 – 29	Fail
0 - 100	Defer**

*Module mark scheme for modules at Level 5 and 6*

Mark Range	Result
40 – 100	Pass
0 – 39	Fail
0 - 100	Defer**

*Module mark scheme for modules at Level 7*

Mark Range	Result
50 – 100	Pass
0 – 49	Fail
0 - 100	Defer**

\* see paragraph 4.3 below

\*\* see paragraph 4.2.6 above

- 4.2.14 All marks, results and indicative grades, both at assessment component level and module level, are provisional until considered and ratified by the appropriate Assessment Board.
- 4.2.15 Where a student passes a module the student will be awarded the volume of credit assigned to that module. The award of partial credit for a module is not permitted.
- 4.2.16 A module that has been passed, and for which credit has been awarded, may not be repeated in order to improve a mark or gain additional credit.

### 4.3 Condonement

- 4.3.1 Condonement is a mechanism by which a module can be passed and credit can be awarded even where the module pass mark or a qualifying mark, and thus the module learning outcomes, have not been achieved.
- 4.3.2 Condonement is only available to students undertaking modules at Levels 3 and 4. It is not available at any other level. Additionally, condonement may not be available on certain courses accredited by external professional bodies. Any such course-specific exceptions will normally be stated and agreed at the point of validation or review, or otherwise agreed by Academic Council.
- 4.3.3 Where a student fails to achieve the overall module pass mark, but the following criteria are met, the Assessment Board will, subject to regulation 4.3.4 below and to any course-specific exceptions, award condoned credit:

- the module is at Level 3 or 4
- the student has achieved an overall module mark of at least 30.

4.3.4 The maximum volume of condoned credit that may be awarded to a student at each of Levels 3 and 4 is 40 credits.

4.3.5 Where, under the criteria stated in paragraph 4.3.3 above, a student would otherwise be eligible for condoned credit in more than 40 credits, condoned credit will be awarded in the highest performing 40 credits, and the remaining modules will be awarded a fail. Where there are two or more modules with the same mark, the Assessment Board shall determine which shall be condoned and which failed.

4.3.6 Where, under the criteria stated in paragraph 4.3.3 and 4.3.5 above, there are two or more modules eligible for condoned credit, but the highest performing module is a 20 credit module and the next highest performing module is a 40 credit module, the condoned credit will be awarded in the 40 credit module.

4.3.7 Where condoned credit is awarded, although the overall module mark will remain at less than 40, the full module credit will be awarded, and the student will be regarded as having passed the module. It shall be recorded on the student's record as a 'condoned pass'.

4.3.8 A student may not be re-assessed in a condoned module.

#### 4.4 **Rounding of Module Marks**

4.4.1 Module marks will be rounded to the nearest integer. The rounded mark shall be used in the calculation of any award classification.

#### 4.5 **Timing of Assessment & Assessment Boards**

4.5.1 Coursework (i.e. assessment other than formal examinations) shall be completed by the published deadlines.

4.5.2 All formal examinations shall normally be held during the University's designated examination period(s)

4.5.3 Where an incoming exchange / study abroad student is not required or expected, under the terms of the exchange agreement, to be available during the relevant designated examination period, alternative assessment arrangements will normally be made to facilitate the student's assessment prior to the student's return to their home institution.

4.5.4 There will be two Assessment Board periods each academic year: 'Main' and 'Referral/Deferral'. There may be additional Assessment Board periods for incoming exchange and study abroad students.

4.5.5 The Main Assessment Board period shall follow the examination period at the end of Semester 2, and shall normally be held in May and June.

4.5.6 Following the notification to students of the results from the Main Assessment Board period there shall be a Referral/Deferral examination period, normally held in July.

4.5.7 The Referral/Deferral Assessment Board period shall follow the Referral/Deferral examination period, and shall consider Referral and Deferral results.

4.5.8 Students must ensure that they are available during the Referral/Deferral examination period in case they are required to undertake one or more Referrals/Deferrals.

**4.6 Failure**

- 4.6.1 A student who fails a module may, subject to regulations concerning maximum number of attempts, maximum number of credits, maximum periods of enrolment, and credit thresholds (see paragraphs 4.6.2, 4.7, 3.4.2, and 5.1.6 respectively), be permitted a further attempt at that module.
- 4.6.2 No student may be permitted more than four attempts at any module, of which only one may be a Retake. Each Referral and Retake (see paragraphs 4.8 and 4.9 below) counts as an attempt, and the module attempt number is incremented accordingly. A student who fails a module at the fourth attempt will have exhausted the maximum number of attempts. Note that where the failed module is Referred and contains one or more deferred assessment components (see 4.2.10 above), the module attempt number will be incremented however the attempt number of those deferred assessment components will not be incremented.
- 4.6.3 Notwithstanding regulation 4.6.2 above, Professional, Statutory or Regulatory bodies may impose a maximum number of attempts in respect of courses which they accredit. Where that is the case, and where the PSRB's maximum is lower than the University's maximum, the PSRB's requirement shall take precedence over regulation 4.6.2.
- 4.6.4 Where a student is permitted a further attempt, the student is deemed to be re-assessed in that module.
- 4.6.5 Reassessment will take the form of either a Referral or a Retake (see paragraphs 4.8 and 4.9 below).
- 4.6.6 In lieu of a Retake, a student may, subject to regulations concerning maximum number of credits, maximum periods of enrolment, and credit thresholds (see 4.7, 3.4.2, and 5.1.6 respectively), and provided that the failed module is not a core module or pre-requisite for a core module at a subsequent level, choose to undertake an alternative module (or modules) of the same credit value. In such cases, the alternative module will be regarded as a first attempt and, consequently, the mark will not be capped.

**4.7 Maximum Number of Credits That May be Taken at Each level**

- 4.7.1 The standard number of credits that are to be taken by a student at each level is defined in Table 4 above (and, in the case of credits taken as part of a study abroad or placement year, in the Programme Specification for that course). A student may only take more than the stated number of credits at that level when attempting to retrieve failure.
- 4.7.2 Where a student Retakes a module (see below) the student is required to re-register for that module, and, with the exception of study abroad or placement modules (see paragraph 4.9.9 below), the credit volume of that module will contribute to the number of credits taken.
- 4.7.3 Similarly, where a student chooses to take an alternative module rather than retaking a failed module, the credit volume of that module will contribute to the number of credits taken.
- 4.7.4 The maximum number of additional credits (i.e. credits over and above the standard number of credits defined in table 4) is 60.

Therefore a student is allowed, following failure, to Retake modules, or to take alternative modules, to a maximum value of 60 credits at each level (for the maximum number of credits that a full-time student may take in an academic year see paragraph 5.1.4 below).

- 4.7.5 Where a student exhausts the maximum number of credits that may be taken at that level the student will have his or her enrolment terminated by the Assessment Board (see paragraph 6 below).

**4.8 Reassessment: Referral**

- 4.8.1 A Referral gives the student an opportunity to retrieve the failed assessment component(s) of a failed module without attendance.

- 4.8.2 A Referral will be offered where both of the following conditions are met:
- i. a further attempt is permitted by these regulations; and
  - ii. where the module failure being considered is at first attempt or at Retake (i.e. a Referral cannot be offered immediately following failure at Referral)

Note that a Referral will not be offered where a module has been condoned (see paragraph 4.3 above), as a condoned module is regarded as having been passed and credit is awarded (see paragraphs 4.2.16 and 4.3.8 above).

- 4.8.3 At Referral, the student will be required to be reassessed in the failed assessment component(s), or any alternative form of assessment at the discretion of the Assessment Board, provided that it is equivalent, appropriate to the module's learning outcomes and consistent with the module's validated assessment strategy.
- 4.8.4 Where the Referral is offered by the Main Assessment Board it will be undertaken during the Referral/Deferral examination period. Where the Referral is offered by the Referral Assessment Board (i.e. following Deferral at the Main Assessment Board), it will be undertaken at the next assessment opportunity during the following academic year, and a new module registration is not required.
- 4.8.5 Where the Referral is the second attempt at the module, the mark awarded to any referred assessment component will be capped at the pass mark (40 in the case of modules at Levels 3, 4, 5 and 6, 50 in the case of modules at level 7). Note that where such a Referral also includes one or more deferred assessment components (see 4.2.10 and 4.6.2 above), but those deferred assessment components are still at the first attempt, the mark awarded to those deferred assessment component will not be capped. Where the Referral is the fourth attempt at the module, the overall module mark will be capped at the pass mark (40 in the case of modules at Levels 3, 4, 5 and 6, 50 in the case of modules at level 7).
- 4.8.6 The marks achieved in any of that module's assessment components passed at the preceding Main Board will stand and will be carried forward.
- 4.8.7 At Referral, the overall module mark will be calculated by:
- i. using the highest mark achieved by the student for each component in either the first or referred attempt (subject to any mark capping in accordance with 4.8.5 above)
  - ii. aggregating, in accordance with their relative weightings, the student's assessment components marks (the 'weighted average').
- 4.8.8 At Referral, where a student is deferred in one or more referred assessment components, and does not fail any of the referred assessment components, the student will be deferred in the module pending completion and assessment of the deferred referred assessment (see paragraph 4.10.4 below).
- 4.8.9 At Referral, where the Referral includes one or more deferred assessment components (see 4.2.10 above) and where a student fails that deferred assessment component and fails to achieve the module pass mark, the student will fail the module and, in accordance with 4.8.2.ii, will not be permitted a further Referral in the module or that assessment component.
- 4.8.10 No tuition fees are payable for Referrals, however the University reserves the right to levy an administration charge.

#### 4.9 **Reassessment: Retake**

- 4.9.1 A Retake gives the student an opportunity to retrieve the failed assessment component(s) of a failed module during the next academic year, and requires the student to repeat the module in its entirety, with attendance, including all assessment components that may have already been passed. The student will be liable for the appropriate tuition fees.
- 4.9.2 A Retake will be offered where both of the following conditions are met:

- i. where a further attempt is permitted by these regulations; and
  - ii. where the module failure being considered is at Referral (i.e. a student will always have a Referral opportunity before a Retake)
- 4.9.3 A new module registration is required for each Retake.
- 4.9.4 At Retake, each assessment component will be awarded a mark in accordance with the mark scheme stated at Table 7 above. No marks achieved in any assessment components previously undertaken will be carried forward.
- 4.9.5 At Retake, the overall module mark will be capped at the pass mark (40 in the case of modules at Levels 3, 4, 5 and 6, 50 in the case of modules at level 7).
- 4.9.6 At Retake, where a student is deferred in one or more of the assessment components, but does not fail any of the assessment components, the student will be deferred in the module pending completion and assessment of the deferred assessment component.
- 4.9.7 Where a module to be Retaken is no longer being offered, the student will be required to undertake an alternative module.
- 4.9.8 It follows from the requirements of 4.8.2 and 4.9.2 above that a second attempt will always be undertaken as a Referral, a third attempt will always be undertaken as a Retake, and a fourth attempt will always be undertaken as a Referral.
- 4.9.9 As additional modules taken as part of a study abroad or placement year do not contribute for the purpose of progression requirements (see paragraph 5.1.2 below) and do not contribute to any award calculation (see paragraph 7.2.2 below), they are not normally required to be retaken. However, where such a module is exceptionally retaken, it will not count towards the maximum number of credits that may be taken at that Level (see paragraph 4.7.2 above).
- 4.10 **Deferred Assessment**
- 4.10.1 A student may only be deferred in a module as a result of mitigating circumstances and in accordance with paragraphs 4.2.2 and 4.2.9 above.
- 4.10.2 Where a student is deferred in a module, it will not count as an attempt at that module and the student will have a right to be assessed as if for the first time (where the deferral was at the first attempt) at the next available opportunity as defined below.
- 4.10.3 Where the student is deferred at the Main Board the student will normally be permitted to undergo assessment during the Referral Period, which will normally comprise submission or presentation of the outstanding assessment components. The marks achieved in any assessment components previously passed will stand and will be carried forward.
- 4.10.4 Where the student is deferred at the Referral Board the student will normally be required to undergo assessment at the next assessment opportunity during the following academic year, without attendance, and a new module registration is not required. Again, the marks achieved in any assessment components previously passed will stand and will be carried forward

**Guidance: Student Responsibilities – Assessment**

- Students should ensure that they are familiar with the assessment requirements of each of their modules. This information is available in the published module information.
- Students should ensure that they comply with these requirements, submit all pieces of coursework, and attempt all examinations.
- Students should be aware that if they undertake an assessment or present for an examination,

in doing so they are declaring themselves fit to be assessed. Only in very exceptional circumstances will mitigating circumstances subsequently be accepted in respect of an assessment that a student has undertaken.

- Students should ensure that they are available for the Referral/Deferral examination period in case they are required to undertake a Referral or a Deferral.

## 5. Progression

### 5.1 Full-Time Courses

- 5.1.1 Where a student is permitted to progress, this means that the student may progress to the next level of study and is required to undertake the full complement of credits at the next level as defined in Table 4 above. E.g. a student on an honours degree course progressing from Level 4 will undertake 120 credits at Level 5 the following academic year.
- 5.1.2 Additional credits taken as part of a study abroad or placement year do not contribute to progression requirements – i.e. such modules do not need to be passed in order to progress to the next Level. Therefore all references to credit requirements in these progression regulations exclude credits taken or achieved as part of such a study abroad or placement year over, which are over and above the standard 120 credits taken at that Level.
- 5.1.3 Students may progress to the next level of study provided that they have achieved at least 100 credits (including condoned credits) at the level from which they are seeking to progress, and provided that they have passed all modules which are pre-requisites for core modules at the next level.
- 5.1.4 Where, by the time of the Referral Assessment Board, a student has achieved at least 100 credits at that level and has passed all modules which are pre-requisites for core modules at the next level, but has not achieved the full 120 credits, and where re-assessment is permitted by these regulations, the student may progress to the next level of study and will be required to simultaneously undertake the failed or deferred module, as either a Retake, Referral or Deferral (see paragraphs 4.8, 4.9 and 4.10 above), the following academic year. Such a student is regarded as a 'module trailer' and is trailing that module. Where a module trailer is retrieving that module without attendance (i.e. is not Retaking any module) the student is known as an 'assessment only module trailer'. The maximum credit volume of 'trailed' modules is therefore 20 credits, and the maximum number of credits that a student may take in an academic year is therefore 140.
- 5.1.5 Where, by the time of the Referral Assessment Board, due to failure and/or deferral, a student has not achieved at least 100 credits at that level, or has not passed all modules which are pre-requisites for core modules at the next level, and where re-assessment is permitted by these regulations, the student is not permitted to progress to the next level and will be required to undertake the failed or deferred modules, as either a Retake, Referral or Deferral (see paragraphs 4.8, 4.9 and 4.10 above), the following academic year. Such a student is known as a 'module retriever' and is retrieving those modules. Where a module retriever is retrieving those modules without attendance (i.e. is not Retaking any module) the student is known as an 'assessment only module retriever'
- 5.1.6 Where, by the time of the Referral Assessment Board, a student has failed more than 60 credits at that level, the student will not be permitted to progress, will not be permitted any further attempts, and the student's enrolment will be terminated by the Assessment Board (see paragraph 6 below). The maximum credit volume of modules that can be retrieved by a 'module retriever' is therefore 60 credits.

Table 8, below, details the progression outcomes, as defined by these regulations, for common result profiles. The table does not take into account failure or deferral in modules which are pre-requisites for core modules at the next level.

*Table 8*

Volume of Credit at Each Level	
--------------------------------	--

(at time of Referral Board)			Progression Outcome
Pass (including condoned pass)	Defer	Fail	
120	0	0	Progress
100	20	0	Progress – module trailer
100	0	20	Progress – module trailer
80	40	0	Do not Progress – module retriever
80	20	20	Do not Progress – module retriever
80	0	40	Do not Progress – module retriever
60	60	0	Do not progress – module retriever
60	40	20	Do not progress – module retriever
60	20	40	Do not progress – module retriever
60	0	60	Do not progress – module retriever
40	80	0	Do not progress – module retriever
40	60	20	Do not progress – module retriever
40	40	40	Do not progress – module retriever
40	20	60	Do not progress – module retriever
40	0	80	Exclude
20	100	0	Do not progress – module retriever
20	80	20	Do not progress – module retriever
20	60	40	Do not progress – module retriever
20	40	60	Do not progress – module retriever
20	20	80	Exclude
20	0	100	Exclude
0	120	0	Do not progress – module retriever
0	100	20	Do not progress – module retriever
0	80	40	Do not progress – module retriever
0	60	60	Do not progress – module retriever
0	40	80	Exclude
0	20	100	Exclude
0	0	120	Exclude

## 5.2 Part-Time Courses

5.2.1 There are no progression requirements for students registered on a part-time course, subject to the requirements for pre-requisites and the provisions of any course specific regulations.

## 6. **Exclusion on Academic Grounds**

6.1 An Assessment Board will terminate a student's enrolment (exclude) on academic grounds in any of the following circumstances:

- i. Where a student has exhausted the maximum permitted number of attempts at a core module, or a module which is a pre-requisite or co-requisite of a core module (see paragraph 4.6.2 above)
- ii. Where a student has exhausted the maximum number of credits that may be undertaken at that level (see paragraph 4.7 above)
- iii. Where, following any referral opportunities, a student has failed more than 60 credits at that level (see paragraph 5.1.6 above)
- iv. Where a student has exhausted the maximum period of enrolment (see paragraph 3.4.5 above)

6.2 Where a student is so excluded, an exit award may be awarded (see paragraph 7.10 below).

## 7. **Awards & Classifications**

### 7.1 **Credit Value Requirements for Award**

7.1.1 The following Table 9 sets out the awards offered by the University and the maximum and minimum credit tariffs:

Table 9: Credit Tariffs

Award	FHEQ Qual. Level	Minimum Total Credits	Minimum Credits Required at each Level to be Eligible for an Award
Integrated Masters	7	480	120 credits at L4 120 credits at L5 120 credits at L6 120 credits at L7
Honours Degree (Single)	6	360	120 credits at L4 120 credits at L5 120 credits at L6
Honours Degree (Foundation Year)	6	480	120 credits at L3 120 credits at L4 120 credits at L5 120 credits at L6
Honours Degree (Joint)	6	360	120 credits at L4 120 credits at L5 120 credits at L6 Including: at least 100 credits at L5 or higher in each set, of which at least 40 must be at L6
Honours Degree (Major/Minor)	6	360	120 credits at L4 120 credits at L5 120 credits at L6 Including: at least 100 credits in the major set at L5 or higher, of which at least 60 must be at L6, and: at least 60 credits in the minor set at L5 or higher, at least 20 of which must be at L6.
Non-honours degree (Single)	6	300	120 credits at L4 180 credits at L5 of higher, of which at least 60 must be at L6
Non-honours degree (Joint)	6	300	120 credits at L4 180 credits at L5 of higher, of which at least 60 must be at L6 Including: At least 80 credits at L5 or higher in each set, of which at least 20 must be at L6.
Non-honours degree (Major/Minor)	6	300	120 credits at L4 120 credits at L5 60 credits at L6 Including: at least 100 credits in the major set at L5 or higher, of which at least 40 must be at L6; and: at least 40 credits in the minor set at L5 or higher, of which at least 20 must be at L6.
Grad Dip	6	120	40 credits at L4, L5 or L6, plus 80 credits at L6
Grad Dip in Law	6	160	160 credits at L6
Grad Cert	6	60	20 credits at L4, L5 or L6, plus 40 credits at L6
Foundation Degree	5	240	120 credits at L4 120 credits at L5

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DipHE	5	240	120 credits at L4 or higher 120 credits at L5 or higher
Diploma of Special Study (DIPSS)	5	40	40 credits at L5
CertHE	4	120	120 credits at L4 or higher
Certificate in Education Diploma in Teaching in the Lifelong Learning Sector	4	60	120 credits at L4
Foundation Certificate	3	120	120 credits at L3

- 7.1.2 In order to be considered for an award a student must have achieved the minimum number of credits at the required levels prescribed in Table 9 above, and must have met any additional requirements detailed in the relevant programme specification.

## 7.2 Award Calculation

- 7.2.1 Table 10 below sets out the classification scheme that applies to each award:

*Table 10: Award Classification Schemes*

Award	Award Classifications	Scheme Name
Honours Degree	1 <sup>st</sup> / 2:i / 2:ii / 3 <sup>rd</sup>	Honours Degree Scheme
Integrated Masters	Distinction / Merit / Pass / Fail	Distinction Scheme 1
Non-honours degree	Distinction / Merit / Pass / Fail	Distinction Scheme 2
Foundation Degree	Distinction / Merit / Pass / Fail	Distinction Scheme 3
DipHE		
Grad Dip	Distinction / Merit / Pass / Fail	Distinction Scheme 4
Grad Cert		
CertHE		
Certificate in Education the Lifelong Learning Sector		
Foundation Certificate		
Diploma of Special Study	Pass / Fail	Pass / Fail Scheme

- 7.2.2 Additional credits taken as part of a study abroad or placement year do not contribute to the calculation of any award classification. Therefore all references to credits in these award calculation regulations exclude credits achieved as part of such a study abroad or placement year over, which are and above the standard 120 credits taken at that Level.

## 7.3 Honours Degree Scheme

- 7.3.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the student's degree classification.
- 7.3.2 The indicator score will be derived from the best 220 credits at Levels 5 and 6, i.e. the module with the lowest mark, whether it be at Level 5 or Level 6, will be disregarded. Where that module has a credit volume of more than 20 credits, for the purpose of calculating the award the mark will be used but with a reduced credit volume. E.g. where that module is a 40 credit module, the mark shall be used but the module shall be regarded as a 20 credit module.
- 7.3.3 Where there are two or more modules with a joint lowest mark, and those modules are at both Levels 5 and 6, the Level 6 module shall be disregarded.
- 7.3.4 Of the best 220 credits, module marks at Level 5 will be weighted one third, and module marks at Level 6 will be weighted two thirds. Marks will be also weighted according to module credit volume, such that:

$$\text{Indicator Score} = \frac{1}{3} \times \frac{\text{sum (L5 module mark * credit volume of that module)}}{\text{sum (level 5 credit volume)}} + \frac{2}{3} \times \frac{\text{sum (L6 module mark * credit volume of that module)}}{\text{sum (level 6 credit volume)}}$$

Module marks at Levels 3 and 4 shall not contribute to the degree classification.

- 7.3.5 Where, as a result of Credit Transfer or RPCL / RPEL (see below), a student does not have any Level 5 credits, the Level 6 credits will be weighted 100%. All Level 6 credits will be used; none will be disregarded.
- 7.3.6 The indicator score shall be rounded to the nearest integer and mapped to the following table to derive a classification:

Indicator score	Classification
70 – 100	1 <sup>st</sup> Class Honours (1)
60 – 69	2 <sup>nd</sup> Class Honours Upper Division (2:i)
50 – 59	2 <sup>nd</sup> Class Honours Lower Division (2:ii)
40 – 49	3 <sup>rd</sup> Class Honours (3)

#### 7.4 Distinction Scheme 1

7.4.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the candidate's degree classification.

7.4.2 The indicator score will be derived from all module marks at Levels 6 and 7. Marks for all modules will be weighted according to module credit volume, such that:

$$\text{Indicator Score} = \frac{\text{sum (L6 and L7 module mark * credit volume of that module)}}{\text{sum (L6 and L7 credit volume)}}$$

7.4.3 The indicator score shall be rounded to the nearest integer.

7.4.4 In order to be awarded a Distinction, a candidate must:

- i. achieve an indicator score of at least 70, and
- ii. have passed all modules at the first attempt

7.4.5 In order to be awarded a Merit, a candidate must:

- i. achieve an indicator score of between 60 and 69, and
- ii. have passed all modules at the first attempt

7.4.6 All other candidates who have met the requirements for award will be awarded a Pass.

#### 7.5 Distinction Scheme 2

7.5.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the candidate's degree classification.

7.5.2 The indicator score will be derived from all module marks at Levels 5 and 6. Marks for all modules will be weighted according to module credit volume, such that:

$$\text{Indicator Score} = \frac{\text{sum (L5 and L6 module mark * credit volume of that module)}}{\text{sum (L5 and L6 credit volume)}}$$

7.5.3 The indicator score shall be rounded to the nearest integer.

7.5.4 In order to be awarded a Distinction, a candidate must:

- i. achieve an indicator score of at least 70, and
- ii. have passed all modules at the first attempt

7.5.5 In order to be awarded a Merit, a candidate must:

- i. achieve an indicator score of between 60 and 69, and
- ii. have passed all modules at the first attempt

7.5.6 All other candidates who have met the requirements for award will be awarded a Pass.

#### 7.6 Distinction Scheme 3

7.6.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the candidate's degree classification.

- 7.6.2 The indicator score will be derived from all module marks at Levels 4 and 5. Marks for all modules will be weighted according to module credit volume, such that:

$$\text{Indicator Score} = \frac{\text{sum (L4 and L5 module mark * credit volume of that module)}}{\text{sum (L4 and L5 credit volume)}}$$

- 7.6.3 The indicator score shall be rounded to the nearest integer.

- 7.6.4 In order to be awarded a Distinction, a candidate must:

- i. achieve an indicator score of at least 70, and
- ii. have passed all modules at the first attempt

- 7.6.5 In order to be awarded a Merit, a candidate must:

- i. achieve an indicator score of between 60 and 69, and
- ii. have passed all modules at the first attempt

- 7.6.6 All other candidates who have met the requirements for award will be awarded a Pass.

#### 7.7 **Distinction Scheme 4**

- 7.7.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the candidate's degree classification.

- 7.7.2 The indicator score will be derived from all module marks at all Levels. Marks for all modules will be weighted according to module credit volume, such that:

$$\text{Indicator Score} = \frac{\text{sum (module mark * credit volume of that module)}}{\text{sum (credit volume)}}$$

- 7.7.3 The indicator score shall be rounded to the nearest integer.

- 7.7.4 In order to be awarded a Distinction, a candidate must:

- i. achieve an indicator score of at least 70, and
- ii. have passed all modules at the first attempt

- 7.7.5 In order to be awarded a Merit, a candidate must:

- i. achieve an indicator score of between 60 and 69, and
- ii. have passed all modules at the first attempt

- 7.7.6 All other candidates who have met the requirements for award will be awarded a Pass.

#### 7.8 **Pass / Fail Scheme**

- 7.8.1 Where a student has met all of the requirements for award, the candidate will be awarded a Pass.

#### 7.9 **Borderline Candidates & Discretion**

- 7.9.1 The arithmetical outcome of the award calculation is final, and the concept of a 'borderline candidate' is not recognised by this scheme. Accordingly Boards of Examiners will not have discretion to vary the award or award classification derived in accordance with the above award calculation schemes.

- 7.9.2 Under no circumstances may an award classification be amended on the basis of mitigating circumstances (see paragraph 4.2.4 above).

#### 7.10 **Exit Awards**

7.10.1 Where a student:

- i. fails to achieve sufficient credits to gain the award for which they are enrolled, and
- ii. is excluded on academic grounds or as being ‘timed out’, or for good cause, as adjudged by the Assessment Board, has terminated their studies early, and
- iii. has achieved sufficient credits to gain a lower level or lower volume award

the student will be recommended by the Assessment Board for that lower award, provided that the award is offered by the University as specified in the Programme Specification.

7.10.2 Where a student has been awarded an exit award following exclusion from a course:

- i. there shall be no further opportunity for re-admission or re-enrolment on to the same course
- ii. any recommendation from the Assessment Board to transfer to another course will require a new application for admission (except where an exit award is validated within a course)

**7.11 Aegrotat Awards**

7.11.1 A student who completes the full period of study but is unable to complete the requirements for an award due to serious and unexpected illness or other incapacity may be eligible for an Aegrotat award.

7.11.2 An Aegrotat award may only be conferred following application by the student or the student’s representative. An application, together with supporting evidence, must be submitted to the Assessment Board within 12 months of the student’s last date of attendance. The award will be conferred at the discretion of the Assessment Board.

**7.12 Posthumous Awards**

7.12.1 A student who dies before completing the full period of study or the requirements for an award may be eligible for a Posthumous award, provided that the student has completed and achieved two-thirds of the credits required for that award.

7.12.2 A Posthumous award may be conferred at the discretion of the Assessment Board.

**7.13 Double counting**

7.13.1 Once an award has been conferred there will be no further opportunity for assessment or to attempt to improve the classification of that award or to attempt to gain a higher level or higher volume award. No credit which has contributed to an award may be used to contribute towards a further award. The only exceptions to this apply to students who progress from a Foundation Degree to the ‘top-up’ Stage of an honours degree, who may retain their FdA award.

**8. Transfer of Credit**

8.1 A student may be awarded credit for prior certificated learning (RPCL) or prior experiential learning (RPEL) at Levels 3, 4, 5 or 6 in accordance with the requirements set out in table 11 below and with the detailed regulations and procedures set out in Section 4 of the Academic regulations: RPL Regulations

*Table 11: Recognised credit for RPCL or RPEL*

Award	Maximum Number of RPCL or RPEL credits which may count towards the requirements of the award	Minimum number of credits to be achieved at the University of Westminster

Foundation Certificate	60 credits	60 credits at L3 or above
CertHE	60 credits	60 credits at L4 or above
DipHE	160 credits	80 credits, including at least 60 credits at L5 or L6
Non-honours Degree	200 credits	100 credits, including at least 80 credits at L5 and/or L6
Honours Degree	240 credits	60 credits at L6 and 60 credits at L5 or L6
Integrated Masters	240 credits	120 credits at L7, 60 credits at L6, and 60 credits at L5 or L6
Foundation Degree	120 credits	120 credits, including at least 60 credits at L5 or above

- 8.1.2 The classification of any award will be based only on marks awarded by the University for that course, and not on marks awarded for transferred or recognised credit.
- 8.1.3 Credit awarded or recognised in this way will be recorded on the student's record as generic RPL credit. Marks will not be recorded.
- 8.1.4 In accordance with the regulations on double counting, previously acquired credit which has contributed to a recognised award may not be transferred under this mechanism.
- 8.1.5 Further detail and procedures for the operation of credit transfer are detailed in Section 4 of the Academic Regulations: RPL Regulations.

## **Glossary**

- Award:** The academic qualification conferred by the University upon a student following successful completion of the course.
- Course:** A validated combination of modules, onto which a student is enrolled, the successful completion of which leads to an award.
- Module:** Modules are the building blocks of courses. A module is a discrete, self-contained element of study, which has defined learning outcomes and for which credit is awarded for meeting those learning outcomes.
- Assessment Component:** An activity or set of activities undertaken by students, which summatively assess(es) the extent to which a student has met one or more of the learning outcomes for a module as measured by the assessment criteria, and against which a mark is awarded. Each module comprises one or more assessment components.
- Assessment Criteria:** Description of what a student is expected to do in order to demonstrate that the learning outcomes have been achieved. Assessment criteria have a direct relationship to specific learning outcomes.
- Credit / Credit Volume:** A numerical value denoting the amount of learning expected for the typical student to achieve the learning outcomes of that module. One credit represents 10 notional learning hours.
- Credit Level:** A numerical value reflecting the depth of learning involved and the intellectual demand required to meet the learning outcomes of that module.
- Credit Value:** The combination of the Credit Volume and the Credit Level, the credit value therefore relates to the complexity of the learning outcomes and the notional time judged necessary to achieve them.
- Learning Outcome:** That which needs to be learned or which a student is required to be able to do as a result of completing the learning process. Learning outcomes are defined for both modules and courses.

Pass:	<p>At assessment component level, a result indicating that the assessment criteria relating to that component have been met;</p> <p>At module level, a result indicating that the learning outcomes defined for that module have been achieved, and that as a consequence credit has been awarded;</p> <p>At course level, for certain award types (see table 10 above) a result indicating that the learning outcomes defined for that course have been achieved, and that an award has been / may be conferred.</p>
Defer:	<p>As a result of mitigating circumstances, to set aside an assessment attempt and permit the student to be assessed as if for the first time (or second/third time if the assessment to be set aside was already a second/third attempt).</p>
Fail:	<p>At assessment component level, a result indicating that the learning outcomes have not been met;</p> <p>At module level, a result indicating that credit has not been achieved due to not meeting the learning outcomes.</p>
Reassessment:	<p>Any opportunity to recover failure, either by Referral or Retake.</p>
Referral:	<p>Reassessment, without attendance, of failed assessment components.</p>
Retake:	<p>Reassessment of a whole module, with attendance, usually the following academic year, including assessment components previously passed.</p>
Progression:	<p>Movement from one Level to the next Level of a course. Progression is subject to successfully obtaining the required number of credits, at the required level, and is authorised only by an Assessment Board.</p>
Progression Point:	<p>The point within a course where a student must meet certain requirements (obtain a required number of credits, at the required level) in order to progress to the next Level of the course.</p>
Taught Course:	<p>All courses, including distance learning and e-learning courses, which are not Level 8 research courses.</p>
Enrolment:	<p>The process of joining a course, and thus the University. Enrolment refers to the relationship between a student and his/her course and the University.</p>
Register:	<p>The process of joining a module. Registration refers to the relationship between a student and his/her modules.</p>

## Part 5: Modular frameworks for taught courses

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### Section 17: Framework for Undergraduate taught courses – Level 6 Students and Level 5 Architecture and Interior Architecture Students

#### General

- 17.1 The University of Westminster uses the QAA Framework for Higher Education Qualifications (FHEQ) as a reference point for the academic standards of its awards. The FHEQ starts with the premise that qualifications should be awarded on the basis of achievement of outcomes and attainment rather than years of study.
- 17.2 The framework for undergraduate taught courses covers all undergraduate taught courses validated by or delivered by the University of Westminster:
- Award in Education and Training\*
  - Foundation Certificate (level 3);
  - Certificate;
  - Certificate in Education ;
  - Certificate in Education (Diploma in Education and Training)\*;
  - Certificate of Higher Education (FHEQ Qualification level 4);
  - Certificate of Special Study ;
  - Certificate in the Lifelong Learning Sector (Certificate in Education and Training)\*;
  - Diploma;
  - Diploma of Special Study;
  - Diploma of Higher Education (FHEQ Qualification level 5);
  - Foundation Degree (FHEQ Qualification level 5);
  - Non-Honours Degree (FHEQ Qualification level 6);
  - Honours Degree (FHEQ Qualification level 6);
  - Graduate Certificate (FHEQ Qualification level 6);
  - Graduate Diploma (FHEQ Qualification level 6);
  - Integrated Master's Degree (FHEQ Qualification level 7);
  - Professional Certificate (FHEQ Qualification level 6);
  - Professional Diploma (FHEQ Qualification level 6);
  - Professional Graduate Certificate Education (PGCE) (Diploma in Education and Training) (FHEQ Qualification level 6)\*

Note: Awards marked with an asterisk are offered as validated awards with partner institutions.

- 17.3 These regulations replace all previous versions and apply to all students who are enrolled on University of Westminster undergraduate taught courses in the 2014/15 academic session.
- 17.4 This section should be read in conjunction with other regulations contained within the University of Westminster Handbook of Academic Regulations. In the event of any discrepancy, these regulations shall take precedence, except where course specific regulations have been approved explicitly as part of University validation and approval procedures.

Note: The definitions of terms detailed within this framework are available in Section 21.

#### Qualification descriptors

Qualification descriptors are generic statements about the main qualifications at each level (for example, bachelor's degree with honours, master's degree), specifying what students should know, understand and/or be able to demonstrate on being awarded that qualification, and exemplifying its nature and characteristics. The first part is a statement of outcomes, achievement of which is assessed and which a student should be able to demonstrate for the

award of the qualification. The second part is a statement of the wider abilities that the typical student could be expected to have developed.

**Descriptor for a higher education qualification at level 4:  
Certificate of Higher Education**

17.5 The descriptor provided for this level of the FHEQ is for any Certificate of Higher Education , which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 4 qualifications.

17.6 Certificates of Higher Education are awarded to students who have demonstrated:

- a) knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study; and
- b) an ability to present, evaluate, and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- c) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;
- d) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
- e) undertake further training and develop new skills within a structured and managed environment;

And holders will have:

- f) qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Note: Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.

**Descriptor for higher education qualifications at level 5:  
Foundation Degree**

17.7 The descriptor provided for this level of the FHEQ is for any Foundation Degree , which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 5 qualifications, including Diplomas of Higher Education, Higher National Diplomas, and so on.

17.8 Foundation Degrees are awarded to students who have demonstrated:

- a) knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- b) ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;

- c) knowledge of the main methods of enquiry in subject(s) relevant to the named award, and the ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- d) an understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- e) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
- f) effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
- g) undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.;

And holders will have:

- h) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Note: Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

**Descriptor for a higher education qualification at level 6:  
Bachelor's degree with honours**

17.9 The descriptor provided for this level of the FHEQ is for any Bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 6 qualifications, including bachelor's degrees, graduate diplomas and so on.

17.10 Bachelor's degrees with honours are awarded to students who have demonstrated:

- a) a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;
- b) an ability to deploy accurately established techniques of analysis and enquiry within a discipline;
- c) conceptual understanding that enables the student to:
  - i. devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and
  - ii. describe and comment on particular aspects of current research, or equivalent advanced scholarship in the discipline;
- d) an appreciation of the uncertainty, ambiguity and limits of knowledge;

- e) the ability to manage their own learning and to use scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- f) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
- g) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements and to frame appropriate questions to achieve a solution – or identify a range of solutions to – a problem;
- h) communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.

And holders will have:

- i. have the qualities and transferable skills necessary for employment requiring;
  - ii. the exercise of initiative and personal responsibility;
  - iii. decision-making in complicated and unpredictable contexts; and
- k) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Note: Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

### **Descriptor for a higher education qualification at level 7:**

#### **Integrated Master's degree**

- 17.11 An Integrated Master's degree is awarded to students who have met the descriptor for a higher education qualification at level 7, set out in 18.54 of these regulations.

### **Structure of modular programmes**

#### **Award in Education and Training**

- 17.12 A modular programme leading to the Award in Education and Training designed as a pre-service introduction to teaching in Lifelong Learning Sector shall comprise modules to the value of 12 credits at level 3 or higher (see 17.2).

#### **Foundation Certificate**

- 17.13 A modular programme leading to a Foundation Certificate is designed to prepare students for further levels of degree study and shall comprise modules to the value of 120 credits at level 3 or higher.

#### **Certificate**

- 17.14 A modular programme leading to a Certificate shall comprise modules to the value of 45 credits at level 4 or higher.

**Certificate in Education (CertEd)**

- 17.15 A modular programme leading to a Certificate in Education (CertEd) shall comprise modules to the value of 120 credits at level 4 or higher.

**Certificate in Education (CertEd) (Diploma in Education and Training)  
(Formally Diploma in Teaching in the Lifelong Learning Sector)**

- 17.16 A modular programme leading to a Certificate in Education (CertEd) (Diploma in Education and Training) shall comprise modules to the value of 120 credits, including the following (see 17.2):

- 60 credits at level 4 or higher;
- 60 credits at level 5 or higher.

**Certificate of Higher Education**

- 17.17 A modular programme leading to a Certificate of Higher Education shall comprise modules to the value of 120 credits at level Four or higher. To qualify for this award, students must demonstrate the level 4 qualification descriptor in full.

**Certificate of Special Study**

- 17.18 A modular programme leading to a Certificate of Special Study shall comprise modules to the value of 15 credits at level 4 or higher.

**Certificate in Lifelong Learning Sector (Certificate in Education and Training)  
(Formally Certificate of Special Study in Lifelong Learning)**

- 17.19 A modular programme leading to a Certificate in Lifelong Learning Sector shall comprise modules to the value of 60 credits at level 4 or higher (see 17.2).

**Diploma**

- 17.20 A modular programme leading to a Diploma shall comprise modules to the value of 90 credits at level 4 or higher.

**Diploma of Special Study**

- 17.21 A modular programme leading to a Diploma of Special Study shall comprise modules to the value of 30 credits at level 4 or higher.

**Diploma of Higher Education**

- 17.22 A modular programme leading to a Diploma of Higher Education shall comprise modules to the value of 240 credits, including the following:

- 120 credits at level 4 or higher;
- 120 credits at level 5 or higher.

**Foundation Degree**

- 17.23 A modular programme leading to a Foundation Degree shall comprise modules to the value of 240 academic credits, including the following:

- 30 credits at level 3 or higher;
- 90 credits at level 4 or higher;
- 120 credits at level 5 or higher.

**Non-Honours degree**

- 17.24 A modular programme leading to a Non-Honours Degree shall comprise modules to the value of 300 credits, including the following:

- 120 credits at level 4 or higher;
- 120 credits at level 5 or higher;
- 60 credits at level 6 or higher.

### **Honours Degree**

17.25 A modular programme leading to an Honours Degree shall comprise modules to the value of 360 credits, including the following:

- 120 credits at level 4 or higher;
- 120 credits at level 5 or higher;
- 120 credits at level 6 or higher.

### **Graduate Certificate**

17.26 A modular programme leading to a Graduate Certificate shall comprise modules to the value of 60 credits, including the following:

- 15 credits at level 4 or higher;
- 45 credits at level 5 or higher.

### **Graduate Diploma**

17.27 A modular programme leading to a Graduate Diploma shall comprise modules to the value of 120 credits, including the following:

- 30 credits at level 4 or higher;
- 90 credits at level 6 or higher.

### **Integrated Master's Degree**

17.28 A modular programme leading to an Integrated Master's Degree shall comprise modules to the value of 480 credits, including the following:

- 120 credits at level 4 or higher;
- 120 credits at level 5 or higher;
- 120 credits at level 6 or higher;
- 120 credits at level 7.

### **Professional Graduate Certificate of Education (CertEd) (Diploma in Education and Training) (Formally Diploma in Teaching in the Lifelong Learning Sector)**

17.29 A modular programme leading to a Professional Graduate Certificate in Education (CertEd) (Diploma in Teaching in the Lifelong Learning Sector) shall comprise modules to the value of 120 academic credits, including the following (see 17.2):

- 60 academic credits at level 4 or higher;
- 60 academic credits at level 6 or higher.

17.30 Unless granted exemption through approved course specific regulations, each course scheme shall include provision for one 15 credit option module at each of levels 4, 5 and 6. Students may choose an option module which is part of the approved course scheme or a Westminster Elective module.

17.31 Joint and Major/Minor Degree (or Combined Honours) students will take a project module at credit level 6 in addition to the modules required for the Joint or Major/Minor sets of either 15 or 30 academic credits.

### **Course specific regulations**

17.32 For each approved course scheme, there may be approved course specific regulations which may include, *inter alia*:

- entry requirements;
- structure of the programme;
- module schedule with details of core modules, option modules, module requirements, pre-requisites, co-requisites, pre-cursors and restrictions on progression at levels 3 and 4;

- provisions for industrial/professional placements and study abroad opportunities (if any);
- rules on assessment progression and award.

Note: Course specific regulations need to be approved by the Academic Registrar.

### Admissions and credit transfer

17.33 All applicants for admission to undergraduate courses shall be required:

- a) to meet the conditions of the University general entrance requirement; and
- b) to meet any particular course requirements as specified in any course specific regulations.

17.34 The University has designed the admissions procedure to make courses available to as many students as possible as long as it is reasonably expected that they will be able to achieve the award for which they want to register and have the ability to benefit from study at that level.

17.35 The decision whether or not to admit an applicant to a course shall rest with the relevant Pro Vice-Chancellor & Dean of Faculty or nominee. The admissions procedure for all courses must be in accordance with the University Admissions Regulations, the University Admissions Policy, and any associated policies and procedures.

17.36 Applicants and/or students may be required to provide certification to verify any academic qualifications listed on their application forms. The University reserves the right to refuse admission or to invoke student disciplinary procedures if such certificates are not provided on request.

17.37 A student admitted to an Integrated Master's programme at level 4 would normally be enrolled on a named Integrated Master's degree award from the outset of the course. If students are studying within a multi-exit programme, transfer from that named Degree to another award would depend on the course admissions requirements and on the approval of their financial sponsor, if applicable.

#### Credit transfer

17.38 Students may be awarded credit for prior certificated learning (RPCL) or prior experiential learning (RPEL) at credit level 3, 4, 5 or 6 in accordance with the following requirements and with the detailed regulations and procedures set out in Section 4: RPL Regulations:

Course	No of credits for RPCL or RPEL which may count towards the requirements of a named award up to the following maxima	Minimum numbers of credits to be taken at the University
Foundation Certificate	60 credits	60 credits at L3 or above
CertHE	60 credits	60 credits at L4 or above
DipHE	160 credits	80 credits, including at least 60 credits at L5 or L6
Non-honours Degree	200 credits	100 credits, including at least 80 credits at L5 and/or L6
Honours Degree	240 credits	60 credits at L6 and 60 credits at L5 or L6
Integrated Masters	240 credits	120 credits at L7, 60 credits at L6, and 60 credits at L5 or L6
Foundation Degree	120 credits	120 credits, including at least 60 credits at L5 or above

17.39 If a student has successfully passed a degree and wants to convert it into an Honours Degree, they must pass a minimum of 60 additional credits at credit level 6.

17.40 At the time of awarding specific credit for RPL, a decision must be made as to whether the marks or grades, in their original or an amended form, will be included on a student's record and so count towards the final award classification.

## Programme planning

### General

- 17.41 a) Each student is responsible for compiling their programme of study and making sure that it complies fully with the framework for undergraduate taught courses, mode of study and any course specific regulations. Students are required to check that their programme is valid for the academic session within the first two weeks of the semester in which they first register.
- b) A student may attempt a module at any level at any stage in the course scheme on which they are registered subject to the satisfaction of any pre or co-requisite requirements, and to course specific regulations.
- c) There are six modes of study at undergraduate level:
- i. **Full Time**  
Where a student normally registers for modules to the value of 120 credits in an academic session. To maintain full-time status, a student must register for modules with a value of greater than 90 credits and no more than 135 credits over an academic.
  - ii. **Part Time**  
Where a student is permitted to register for modules to the maximum value of 90 credits over an academic session and 45 credits over a semester.
  - iii. **Block release**  
Where a student pursues a programme of study comprising a schedule of intensive study periods interspersed with periods of independent study, practical experience or industrial training.
  - iv. **Sandwich**  
Where a student pursues a programme of study comprising one or more periods of full-time study interspersed with one or more placement periods in an industrial or professional setting and totalling a minimum of 24 weeks.
  - v. **Module Retriever**  
Where a student is permitted to retrieve one or more module failures by re-attempting failed modules with attendance on a part-time basis.
  - vi. **Assessment only**  
Where a student is permitted to attempt to retrieve one or more module failures by undertaking further assessment without attendance at classes.
- d) No student may register for modules with a value of more than 75 academic credits in any semester.

### Module registration

- 17.42 a) Students must register their module choices by dates as published in the University Calendar ([www.westminster.ac.uk/university-calendar](http://www.westminster.ac.uk/university-calendar)).
- b) In the event that a student fails to register module choices, the University reserves the right to assign modules on their behalf.

- c) Students seeking to change a module registration should obtain a change of module registration form from the Registry. Completed forms should be submitted to the Registry prior to any deadlines specified by Associate Director, Academic & Student Administration or nominee.
- d) Change of module registration forms submitted after the published deadline will only be considered where:
  - i. students are not eligible for their intended programme of study following deferred/referred assessments;
  - ii. the module cannot be accommodated within a programme of study;
  - iii. a part-time student has a verified conflict between a selected module or modules and work obligations;
  - iv. the Associate Director, Academic & Student Administration acknowledges that the published module information is misleading.
- e) Where a change of module registration form is not submitted, or not accepted, the student will remain registered on the module. If they fail to sit or submit, coursework assessments or examinations, they will fail in the module, unless the student submits a mitigating circumstances (MC) claim accepted as valid by the Mitigating Circumstances Board as outlined in Section 11.

#### **Course transfers**

- 17.43 A student wishing to transfer from one course to another within the University must do so in accordance with the published procedure and:
- i. Must normally, in the case of a student in their first year of study, do so within the first two weeks of the academic year or, in the case of a continuing student, do so at the end of the academic year
  - ii. must gain the approval of the Course Leader or nominee of each of the current and proposed course;

- 17.44 A student transferring to another institution shall be regarded as a withdrawal (see regulation 17.60 below)

#### **Student Responsibilities**

- 17.45 Students wishing to transfer must follow the published procedures, and should be aware that there may be course fee and funding implications for them following a transfer. Students should contact the Student Advice Service, or the Student Loans Company / Student Finance England as appropriate, for further information. For students on a Tier 4 visa a transfer may also have implications for your visa. Where relevant, your Faculty Registry will notify Student Finance England and the Home Office about any transfer.

#### **Interruptions**

- 17.46 An interruption is an extended period of authorised absence from the course.

- 17.47 A period of interruption may be:

- i. taken by a student at that student's discretion; or
- ii. required by the University on grounds of the student's health and/or well-being.

- 17.48 Where the University wishes to require a student to interrupt on grounds relating to the student's health and/or well-being, the procedure as described in the University's *Fitness to Study Policy* shall be observed.

- 17.49 The University may only require a student to interrupt where the University is satisfied that a period of interruption is in the best academic interests of the student. Under no circumstances shall such action be taken as a punitive measure.
- 17.50 Students who seek or are required to interrupt their studies on health grounds will be required to provide evidence, to the satisfaction of the Course Leader or in accordance with the Fitness to Study Policy, as appropriate, that they are fit to resume their studies before they rejoin the course.
- 17.51 An interruption is not to be confused with, or used as a substitute for, deferral of an assessment due to mitigating circumstances (see regulation 17.75).
- 17.52 An interruption will not normally be permitted for a period of less than one semester.
- 17.53 Where a student commences a period of interruption once a module has started but before completing all the assessment requirements for that module, no credit will be awarded and the student, upon their resumption of studies, will normally be required to rejoin at the start of the uncompleted module(s).
- 17.54 The maximum period of enrolment (see regulation 17.115) includes any periods of interruption.
- 17.55 During a period of interruption a student is not normally entitled to access any of the University's services or systems, including IT, library, workshop or social facilities, beyond such access that is permitted to members of the public.

**Student Responsibilities**

- 17.56 Students wishing to interrupt their studies must contact their Faculty registry and complete the appropriate documentation.
- 17.57 Students wishing to return to their studies from a period of interruption must seek permission from their Course Leader, and will be required to demonstrate that the personal reasons that necessitated the interruption are no longer relevant.
- 17.58 Students interrupting their studies should be mindful of the maximum permitted period of enrolment for their course, and should be aware that they risk having their enrolment terminated if they exceed the maximum permitted period.
- 17.59 Students should be aware that there may be course fee and funding implications for them following a period of interruption. Students should contact the Student Advice Service, or the Student Loans Company / Student Finance England as appropriate, for further information. For students on a Tier 4 visa an interruption may also have implications for your visa. Where relevant, your Faculty Registry will notify Student Finance England and the Home Office about any interruption. Students are advised to seek advice from the Student Affairs department.

**Withdrawals**

- 17.60 Any student who is absent from their studies without authorisation or good reason for a period of at least two weeks (10 consecutive working course days), may be deemed to have withdrawn from their course and, at the discretion of the Faculty Registrar, may, provided that notice and an opportunity for the student to make representations has been given, have their enrolment terminated.
- 17.61 A student whose enrolment is so terminated may only be re-instated upon appeal to and at the discretion of the relevant Dean of Faculty. There shall be no further right of appeal.
- 17.62 A student who wishes to withdraw from their studies should notify the University in accordance with procedures determined annually by the Academic Registrar's Department.

- 17.63 Where a student withdraws from their studies before or without completing all of the assessment components for a module, the student will be withdrawn from that module, the module will not be considered by the Assessment Board, and no credit will be awarded for that module.
- 17.64 Where a student withdraws from their studies after completing all of the assessment components for a module, the module will be considered by the Assessment Board and credit for that module may be awarded.
- 17.65 Where a student withdraws from their studies, an intermediate award may be awarded (see regulations 17.96 – 17.114)

#### **Student Responsibilities**

- 17.66 Students are expected to engage fully with their studies. Such engagement includes regular attendance.
- 17.67 Students who are unable to attend due to illness, or other good cause, should notify their Faculty Registry at the earliest opportunity.
- 17.68 Students who are absent from their course for 10 consecutive working days without authorisation or without notifying the Faculty Registry risk being deemed to have withdrawn for their studies and consequently having their enrolment terminated.
- 17.69 Students who wish to withdraw should notify the University in accordance with published procedure, and should consult their Faculty Registry in the first instance.
- 17.70 Students who withdraw should make themselves aware of any financial implications, including liability for the payment of tuition fees and other costs. Further details can be found in the University's Financial Regulations, or through seeking advice from the Student Affairs department.

### **Assessment**

#### **Module assessment**

- 17.71 a) Student performance in each module will be assessed by examinations and/or coursework. For the purpose of these regulations, coursework shall comprise all forms of assessed work other than examinations and may include *inter alia* essays, assignments, tests, projects, dissertations, theses, practical work, placement or field-trip reports, designs, artefacts, films or videos, photography and computer based analysis. Undergraduate dissertations and theses shall normally only be included at Level 6.
- b) The method of assessment and details of qualifying marks and/or sets for each module shall be described in the relevant course handbook and/or module pro forma.
- c) The mark achieved by each student in each module shall be determined by the relevant Assessment Board.

#### **Assessment of industrial/professional placements and study/work experience abroad**

- 17.72 Where a programme of study includes one or more periods of industrial/professional training or periods of study/work experience abroad, the student's performance may also be assessed in these periods and may contribute to the final assessment.

#### **Module pass mark**

- 17.73 a) The module pass mark is 40% for modules at credit levels 3, 4, 5 and 6, and 50% at credit level 7. A student who achieves the overall pass mark and satisfies any requirements for individual assessment components within a module, including qualifying mark(s) and/or set(s) shall be awarded the appropriate credits at the specified level.

- b) In addition to the overall module pass mark each final assessment in all modules at credit level 3, 4, 5 and 6 has a qualifying mark of at least 30%. Students therefore need to achieve a minimum mark of at least 30% in the final assessment as well as the 40% module pass mark.

Note: Students should check each module pro forma for further details regarding qualifying marks. It is important to note that some modules may have qualifying marks for all elements of assessment and/or qualifying sets.

- c) A student who passes a module, in which they have previously failed, they shall be credited with the minimum mark for a pass.
- d) A student who has been awarded credit and passed a module shall not be permitted to be re-assessed in that module.

#### **Grade only modules**

17.74 Where a module(s) is assessed as grade only i.e. no numerical mark is awarded and a student can only pass or fail:

- a) no marks, or classification of merit or distinction can be applied;
- b) it cannot have a mixed set up with grade only for some element(s) and a mark for another;
- c) the opportunity of a referral is at the discretion of the Progression and Award Board;
- d) no student may be permitted more than two attempts at any grade only module; and
- e) any deviation from the above must be approved by the Academic Registrar as a course specific regulation.

#### **Mitigating circumstances**

- 17.75 a) A mitigating circumstances claim may be submitted where a student:
- i. fails to submit coursework or submits coursework late; or
  - ii. does not participate in assessment and/or examination(s).
- b) The procedures for processing mitigating circumstances are described in Section 11.
- c) Where mitigating circumstances are accepted as valid, the Progression and Award Board may offer the student a deferral in all or part of the assessment for a module.
- d) Where mitigating circumstances are accepted as valid for a student who would otherwise have been eligible for a named award, the Progression and Award Board may decide:
- i. that an award be conferred if it is satisfied that there is sufficient evidence of achievement in the affected modules. This includes the award of merits, distinctions and honours classifications, providing that the Board agrees that there is sufficient evidence to make a fair estimate of the student's performance;
  - ii. the award of third class honours to students enrolled on honours degrees where the Board is satisfied that a degree with honours has been achieved but there is otherwise insufficient evidence to determine the final classification;

- iii. an aegrotat award in other cases where it is not possible to judge the standard of award that would have been achieved on the basis of the work available, but the Board nonetheless believes that the requirements of the award would have been completed successfully.
- e) It is the responsibility of each student to obtain from the Registry details of the form, content and timing of any deferred assessment.
- f) Assessed work submitted as a deferral will receive the actual marks achieved unless another element of the same module is being re-assessed when the overall mark will be capped at the pass mark.
- g) The time limits for the completion of deferrals shall be the same as that for module re-assessments.

**Module failure**

- 17.76 No student may be permitted more than four attempts at any module, of which only one may be a Retake. Each Referral and Retake (see 17.77 and 17.87 below) counts as an attempt, and the module attempt number is incremented accordingly. A student who fails a module at the fourth attempt will have exhausted the maximum number of attempts. Note that where the failed module is Referred and contains one or more deferred assessment components, the module attempt number will be incremented however the attempt number of those deferred assessment components will not be incremented.

**Module failure - Referral**

- 17.77 Where a student fails to achieve an overall pass at level 3, 4, 5 or 6, the Assessment Board will permit a referral opportunity in all failed components of assessment.
- 17.78 A Referral will be offered where both of the following conditions are met:
- i. a further attempt is permitted by these regulations (see 17.76); and
  - ii. where the module failure being considered is at first attempt or at Retake (i.e. a Referral cannot be offered immediately following failure at Referral)

Note: Where a re-assessment (referral) opportunity is offered to a student at levels 3 or 4, it is essential that the student attempts the assessment if they are to pass the module or to be eligible for a condoned credit. Where a student does not attempt a re-assessment opportunity they will not be eligible for condoned credit and will be required to retake the module (see 17.87).

Where a re-assessment (referral) opportunity is offered to a student at levels 5 or 6, it is essential that the student attempts the assessment if they are to pass the module. Where a student does not attempt a re-assessment opportunity they will be required to retake the module (see 17.87).

- 17.79 At Referral, the student will be required to be reassessed in the failed assessment component(s), or any alternative form of assessment at the discretion of the Assessment Board, provided that it is equivalent, appropriate to the module's learning outcomes and consistent with the module's validated assessment strategy.
- 17.80 Where the Referral is offered by at the end of the academic year it will be undertaken during the Referral/Deferral examination period as defined by the Academic Calendar. Where the Referral is offered by the July Assessment Board (i.e. Following Deferral at the Main Assessment Board), it will be undertaken at the next assessment opportunity during the following academic year, and a new module registration is not required.

- 17.81 Where the Referral is the second attempt at the module, **the mark awarded to any referred assessment component will be capped at the pass mark** (40 in the case of modules at Levels 3, 4, 5 and 6, 50 in the case of modules at level 7). Note that where such a Referral also includes one or more deferred assessment components, but those deferred assessment components are still at the first attempt, the mark awarded to those deferred assessment component will not be capped. Where the Referral is the fourth attempt at the module, the overall module mark will be capped at the pass mark (40 in the case of modules at Levels 3, 4, 5 and 6, 50 in the case of modules at level 7).
- 17.82 The marks achieved in any of that module's assessment components passed at the preceding Assessment Board will stand and will be carried forward.
- 17.83 Unless agreed otherwise by the Assessment Board, the overall module mark for re-assessed modules will be calculated by:
- using the highest mark achieved by the student for each component in the first or subsequent assessment.
  - aggregating the highest mark in each component using the agreed assessment weighting for module components.
- 17.84 At Referral, where a student is deferred in one or more referred assessment components, and does not fail any of the referred assessment components, the student will be deferred in the module pending completion and assessment of the deferred referred assessment.
- 17.85 At Referral, where the Referral includes one or more deferred assessment components and where a student fails that deferred assessment component and fails to achieve the module pass mark, the student will fail the module and, in accordance with 17.76 and 17.78 will not be permitted a further Referral in the module or that assessment component
- 17.86 No tuition fees are payable for Referrals, however the University reserves the right to levy an administration charge.
- Module failure - Retake**
- 17.87 A Retake gives the student an opportunity to retrieve the failed assessment component(s) of a failed module during the next academic year, and requires the student to repeat the module in its entirety, with attendance, including all assessment components that may have already been passed. The student will be liable for the appropriate tuition fees.
- 17.88 A Retake will be offered where both of the following conditions are met:
- where a further attempt is permitted by these regulations (see 17.76); and
  - where the module failure being considered is at Referral (i.e. a student will always have a Referral opportunity before a Retake)
- 17.89 The overall mark for any **module** successfully completed following a re-take (re- attempt) will be capped at the pass mark (40% for modules at credit level 3, 4, 5 or 6 and 50% at credit level 7) irrespective of the actual mark the student achieves.
- 17.90 A new module registration is required for each re-take (re-attempt) at a module but is not required for a referral(s). Any re-take counts towards both the limits on the number of credits attempted in any one session and the maximum number of credits which may be counted for awards conferred under this framework.
- 17.91 A student who fails a module may choose to attempt an alternative module (as a first attempt) unless the failed module is either compulsory, core or a pre- or co-requisite for one or more core modules at a subsequent level.

### Condoned credit

The definition and regulation for awarding condoned credit significantly changed in 2010/11 and has been adopted over a period of three academic years (2010/11 to 2012/13). Condoned credit is

therefore only available to students studying at levels 3 and 4 and not available to students studying at levels 5 and 6.

Students who commenced studies prior to 2010/11 and are part-time, module retrievers, or resuming studies after a period of suspension should refer to Appendix A as they will be eligible for condoned credit under the pre- 2010/11 regulations.

It is the students' responsibility to ensure that they are familiar with the correct regulation relating to their level of study.

#### **Condoned Credit**

- 17.92 a) Where a student fails to achieve the overall module pass mark, but has been offered and attempted a referral opportunity(s) and achieved an overall mark of at least 30% in a module at levels 3 or 4, the Referral Progression and Award Board may decide at its discretion to award a condoned credit.

Note: The awarding of a condoned credit will only be considered by a Referral Progression and Award Board, by which point the student will have had the opportunity to attempt the assessment twice. In such cases the recorded module mark will be no higher than 39%.

- b) On the condition that the referral opportunity(s) as offered to the student has been attempted, a condoned credit can only be awarded at the Referral Progression and Award Board.

Note: Where a student has not attempted the referral opportunity(s) as offered by a Progression and Award Board the student will not be eligible for a condoned credit and expected to retake the module in question.

- c) In order to meet award requirements, a student may count condoned credit at level 3 and level 4 for modules worth no more than 45 credits. Modules with condoned credit awarded in addition to this must be retrieved in order to be eligible for the specified award.

- d) Condoned credit is only available to students at level 3 and level 4. It is not available at level 5 or level 6, where students are required to pass 120 credits at each level.

- e) Condoned credit will count towards any credit limits for specified awards.

#### **Module Retrieval Time Limits**

- 17.93 Where a student is offered a deferral or referral in a module assessment, that assessment must be completed by the end of the following academic year, regardless of any subsequent deferrals, or any suspension of studies. Where a student does not submit a deferred or referred assessment within these time limits, they must submit a further claim of mitigating circumstances or they will be deemed to have failed that stage of assessment.

#### **Progression**

- 17.94 a) In order to progress from level 3 to level 4, a full-time student must obtain a 40% overall average at level 3;

- b) In order to progress from level 4 to level 5, a full-time student must obtain a 40% overall average at level 4;

Note: The application of discretion, with regard to progression as detailed in 17.79 a) and b) above, may be applied based on academic judgement, where a student has achieved an overall average of 39% and passed at least 75 credits.

- c) In order to progress from level 5 to level 6, a full-time student must obtain a minimum of 165 credits at level 4 or above, including a minimum of 75 credits at level 5 or

above. Students on Integrated Master's programmes shall additionally be required to have obtained an average mark of at least 60% in the best 90 credits at level 5.

Note: This regulation should be read in conjunction with the University condoned credit (17.92) and award regulations (17.96 - 17.114).

d) There are no progression requirements for part-time students.

**Exclusion on Academic Grounds**

- 17.95 a) The Progression and Award Board may exclude from a course any student who has attempted modules with a value of 60 credits or more and who:
- i. at level 3, has an overall average of less than 30% or has failed more than 50% of the total credits attempted; or
  - ii. at level 4, has an overall average of less than 30% or has failed more than 50% of the total credits attempted; or
  - iii. at level 5, has attempted modules with a value of more than 120 credits and has failed more than 35% of the total credits attempted; or
  - iv. are unable to retrieve a failure in a core module or a module which is a pre-requisite for a core module at the next level; or
  - v. is unable to achieve the next named award they would be eligible for within their maximum period of registration.
- b) The Progression and Award Board has the power:
- i. to exclude a student permanently from a course;
  - ii. to recommend the transfer of an excluded student to another course;
  - iii. to issue guidance to excluded students on any options that remain open to them
- c) Where a student has been excluded from a course:
- i. the exclusion decision takes precedence over any Assessment Board decision on individual module results;
  - ii. any recommendation to transfer to another course will require a new application for admission (except where an exit award is validated within a programme);
  - iii. they may, at the discretion of the Pro Vice-Chancellor & Dean of Faculty, be permitted to take up one or more opportunities for reassessment in order to improve their credit standing, providing that these were originally offered by the Assessment Board;
  - iv. the Assessment Board will confer automatically the highest award (if any) for which the student is eligible;
  - v. there shall be no further opportunity for re-admission or re-enrolment on to the same course.

## Awards

Please refer to Appendix A for Award Regulations for students who commenced studies prior to the 2010/11 academic session.

### General

- 17.96 a) When a student achieves the specified combination of credits for their recorded final qualification aim, that award will be conferred and there will be no further opportunities to improve the classification of the award by taking additional credits;
- b) Where a student is no longer able to complete the recorded target qualification, the Progression and Award Board will award the highest intermediate award which the student is eligible to receive;
- c) A student will normally be entitled to receive no more than one award from a programme within the undergraduate modular framework;
- d) The title of award conferred will be determined by university regulations, course specific regulations and the programme pursued by the student, and may differ from the title of award when the student first enrolled.

### Award in Education and Training

- 17.97 a) To be eligible for the Award in Education and training, a student must have:
- i. obtained at least 12 credits at level 3 or higher; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme (see 17.2).

### Award of a Foundation Certificate (CertFS)

- 17.98 a) To be eligible for the award of a Foundation Certificate, a student must have:
- iii. obtained at least 120 credits at level 3 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
  - iv. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) The University may award:
- i. a **Foundation Certificate with Merit** to a student whose marks average at least 60% across the best 105 credits;
  - ii. a **Foundation Certificate with Distinction** to a student whose marks average at least 70% across the best 105 credits.

### Award of a Certificate

- 17.99 a) To be eligible for the award of a Certificate a student must have:
- i. obtained a minimum of 45 credits at level 4 or higher, and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Certificate with Merit** to a student whose marks average at least 60% across the modules contributing to the award;

- ii. a **Certificate with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Certificate in Education (CertEd)**

- 17.100 a) To be eligible for the award of a Certificate in Education , a student must have:
- i. obtained a minimum of 120 credits at level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) The University may award:
- i. a **Certificate in Education with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Certificate in Education with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Certificate in Education (CertEd) (Diploma in Education and Training) (Formally Diploma in Teaching in the Lifelong Learning Sector)**

- 17.101 a) To be eligible for the award of a Certificate in Education , a student must have:
- i. obtained a minimum of 120 credits at level 4 or higher, including a minimum of 60 credits at level 5 or higher; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme (see 17.2).
- b) The University may award:
- i. a **Certificate in Education (Diploma in Education and Training) with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Certificate in Education (Diploma in Education and Training) with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Certificate of Higher Education (CertHE)**

- 17.102 a) To be eligible for the award of a Certificate of Higher Education , a student must have:
- i. obtained a minimum of 120 credits at level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) The University may award:
- i. a **Certificate of Higher Education with Merit** to a student whose marks average at least 60% across the best 105 credits;
  - ii. a **Certificate of Higher Education with Distinction** to a student whose marks average at least 70% across the best 105 credits.

**Award of Certificate of Special Study**

- 17.103 a) To be eligible for the award of a Certificate in Special Study a student must have:
- i. obtained a minimum of 15 credits at level 4 or higher, and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) The University may award:
- i. a **Certificate of Special Study with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Certificate of Special Study with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Certificate in Lifelong Learning Sector (Certificate in Education and Training (Formally Certificate in Special Study in Lifelong Learning))**

- 17.104 a) To be eligible for the award of a Certificate in Lifelong Learning Sector a student must have:
- i. obtained a minimum of 60 credits at level 4 or higher, and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) The University may award:
- i. a **Certificate in Lifelong Learning Sector with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Certificate in Lifelong Learning Sector with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Diploma**

- 17.105 a) To be eligible for the award of a Diploma a student must have:
- i. obtained a minimum of 90 credits at level 4 or higher, and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) The University may award:
- i. a **Diploma with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Diploma with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Diploma of Special Study**

- 17.106 a) To be eligible for the award of a Diploma of Special Study a student must have:
- i. obtained a minimum of 30 credits at level 4 or higher; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) The University may award:

- i. a **Diploma of Special Study with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
- ii. a **Diploma of Special Study with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Diploma of Higher Education (DipHE)**

- 17.107 a) To be eligible for the award of a Diploma of Higher Education, a student must have:
- i. obtained at least 240 credits including:
    - a minimum of 120 credits at level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
    - a minimum of 120 credits at level 5 or higher; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) The University may award:
- i. a **Diploma of Higher Education with Merit** to a student whose marks average at least 60% across the best 105 credits at level 5 or higher;
  - ii. a **Diploma of Higher Education with Distinction** to a student whose marks average at least 70% across the best 105 credits at level 5 or higher.

**Award of a Foundation Degree (Fd)**

- 17.108 a) To be eligible for the award of a Foundation Degree , a student must have:
- i. obtained at least 240 credits including:
    - a minimum of 30 credits at level 3 or higher, and a minimum of 90 credits at level 4 or higher; of which 75 credits must be passed with at least a condoned credit in each of the remaining modules worth 45 credits; and
    - a minimum of 120 credits at level Five or; and
  - ii. satisfied the requirements contained within any course specific regulations for the Relevant course scheme; and
  - iii. attempted modules worth no more than 165 credits at level 5 or above.
- b) The University may award:
- i. a **Foundation Degree with Merit** to a student whose marks average at least 60% across the best 105 credits at level 5 or higher;
  - ii. a **Foundation Degree with Distinction** to a student whose marks average at least 70% across the best 105 credits at level 5 or higher.

**Award of a Non-Honours Degree**

- 17.109 a) To be eligible for the award of a Non-Honours Degree, a student must have:
- i. obtained at least 300 credits including:
    - a minimum of 120 credits at level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
    - a minimum of 120 credits at level 5 or higher; and
    - a minimum of 60 credits at level 6 or higher.
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) To be eligible for the award of a **Joint Non-Honours Degree**, a student must additionally have obtained a minimum of 75 credits in each set at level 5 or higher, including a minimum of 30 credits in each set at level 6 or higher.
- c) To be eligible for the award of a Major/Minor Non-Honours Degree, a student must additionally have obtained:
- a minimum of 105 credits in the major set at level 5 or higher, including a minimum of 45 credits at level 6 or higher; and
  - a minimum of 45 credits in the minor set at level 5 or higher, including a minimum of 15 credits at level 6 or higher.
- d) The University may award:
- i. a **Non-Honours Degree with Merit** to a student whose marks average at least 60% across the best 150 credits at levels 5 and 6;
  - ii. a **Non-Honours Degree with Distinction** to a student whose marks average at least 70% across the best 150 credits at levels 5 and 6.

**Award of an Honours Degree**

- 17.110 a) To be eligible for the award of an Honours Degree, a student must have
- i. obtained at least 360 credits including:
    - a minimum of 120 credits at level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
    - a minimum of 120 credits at level 5 or higher; and
    - a minimum of 120 credits at level 6 or higher; and
  - ii. attempted modules with a maximum value of 330 credits at level 5 and 6; and
  - iii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) To be eligible for the award of a **Joint Honours Degree**, a student must additionally have obtained a minimum of 90 credits in each set at level 5 or higher, including a minimum of 45 credits in each set at level 6 or higher.

- c) To be eligible for the award of a **Major/Minor Honours Degree**, a student must additionally have obtained:
- a minimum of 120 credits in the major set at level 5 or higher, including a minimum of 60 credits at level 6 or higher; and
  - a minimum of 60 credits in the minor set at level 5 or higher, including a minimum of 30 credits at level 6 or higher.

d) The overall classification for an honours degree shall normally be determined as follows:

- i. Any module attempted in addition to the 360 credits required for an Honours Degree shall be excluded unless the student must pass such modules in order to achieve the named award. In this circumstance the student will be awarded the next available award;
- ii. Recommended classifications shall be calculated using the following formula:

First Class Honours:	An average of 70% or above in the best 105 credits at credit level 6, with an average of 60% or above in the next best 105 credits at credit levels 5 and 6.
Upper Second Class Honours:	An average of 60% or above in the best 105 credits at credit level 6, with an average of 50% or above in the next best 105 credits at credit levels 5 and 6.
Lower Second Class Honours:	An average of 50% or above in the best 105 credits at credit level 6, with an average of 40% or above in the next best 105 credits at credit levels 5 and 6.
Third Class Honours:	An average of 40% or above in the best 210 credits at credit levels 5 and 6

- iii. The Progression and Award Board shall consider all students whose best 105 credits at level 6 fall within one percent of the upper classification boundary for possible elevation to the next classification. This application of discretion by the Progression and Award Board may be based upon strength elsewhere within the student profile such as a work placement or final year project.

Note: Guidance regarding the criteria, against which discretion is considered and agreed at Faculty, Departmental and/or course level, will normally be detailed within the course handbook.

- iv. The Progression and Award Board will use academic judgement to confirm the final award classification for each student.
- e) All Honours Degree Programmes shall make provision for the following awards:
- Certificate of Higher Education
  - Certificate of Higher Education with Merit
  - Certificate of Higher Education with Distinction
  - Diploma of Higher Education
  - Diploma of Higher Education with Merit
  - Diploma of Higher Education with Distinction
  - Degree
  - Degree with Merit
  - Degree with Distinction
  - Honours Degree

**Award of a Graduate Certificate**

- 17.111 a) To be eligible for the award of a Graduate Certificate, a student must have:
- i. obtained at least 60 credits including:
    - a minimum of 15 credits at level 4 or higher; and
    - a minimum of 45 credits at level 6 or higher; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) The University may award:
- i. a **Graduate Certificate with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Graduate Certificate with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Graduate Diploma**

- 17.112 a) To be eligible for the award of a Graduate Diploma , a student must have:
- i. obtained at least 120 credits including:
    - a minimum of 30 credits at level 4 or higher; and
    - a minimum of 90 credits at level 6 or higher; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) The University may award:
- i. a **Graduate Diploma with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Graduate Diploma with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of an Integrated Master's (MEng, MSci)**

- 17.113 a) To be eligible for the award of an Integrated Master's, a student must have:
- i. obtained at least 480 credits including:
    - a minimum of 120 credits at level 4 or higher, including 75 credits passed and at least a condoned credit in each of the remaining modules worth 45 credits; and
    - a minimum of 120 credits at level 5 or higher; and
    - a minimum of 120 credits at level 6 or higher; and
    - a minimum of 120 credits at level 7;
  - ii. attempted modules with a maximum value of 510 credits at levels 5, 6 and 7; and
  - iii. satisfied the requirements contained within any course specific regulations for the relevant course scheme.
- b) The University may award:

- i. an **Integrated Master’s Degree with Merit** to a student whose marks average at least 60% across levels 6 and 7.
- ii. an **Integrated Master’s Degree with Distinction** to a student whose marks average at least 70% across levels 6 and 7.

**Award of a Professional Graduate Certificate of Education (PGCE) (Diploma in Education and Training) (Formally Diploma in Teaching in the Lifelong Learning Sector)**

- 17.114 a) To be eligible for the award of a Professional Graduate Certificate of Education, a student must have:
- i. obtained at least 120 credits including:
    - a minimum of 60 credits at level 4 or higher; and
    - a minimum of 60 credits at level 6 or higher; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant course scheme (see 17.2).
- b) The University may award:
- i. a **Professional Graduate Certificate of Education (Diploma in Education and Training) with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Professional Graduate Certificate in Education (Diploma in Education and Training) with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Time limits**

17.115 The time limit for a student to complete his/her programme of study shall be as follows:

	<b>Full time study</b>	<b>Part-time or mixed mode study</b>
Foundation Certificate	2 years	4 years
CertHE or CertEd	3 years	5 years
DipHE	5 years	6 years
Degree	6 years	8 years
Honours degree	6 years	8 years
Degree or Honours degree including a work placement or year abroad	7 years	9 years
Honours degree with Foundation	7 years	9 years
Integrated Master’s	6 years	9 years
Integrated Master’s with Foundation	7 years	10 years
BTEC HNC or HND	5 years	6 years
Foundation Degree	5 years	6 years
Graduate Certificate	2 years	3 years
Graduate Diploma	2 years	4 years
Bridging Course and Honours top-up from a Foundation Degree	15 months	

These are the overall time limits for programmes of study with the substantive mode of attendance indicated above and include any periods for the suspension of studies or the

retrieval of failed modules. The time limit for any programme of study not listed above shall be determined by the relevant University Validation Panel.

## Contribution of Polylang modules to award results

### Credit Requirements

- 17.116 Academic credit for Polylang modules, within the University of Westminster's Open Language Programme, is awarded at the credit level of the student's main studies at the time of the original registration for that Polylang module (e.g. level 4, level 5 and level 6).

### Contribution to honours degree classifications

- 17.117 Polylang modules passed at level 4 may not contribute to the calculation of the honours degree classification.

Each Polylang module passed by a student at level 5 and/or level 6 is eligible to contribute to the final award classification of an undergraduate degree in **one** of the categories detailed below:

a) **Best 105 Credits at level 6**

The following categories of Polylang modules awarded credit at level 6:

- Modules at Polylang Grade Three;
- Modules at Polylang Grade Four; or
- Modules at Polylang Grade Five.

OR

b) **Next best 105 Credits at level 5 and level 6**

The following categories of Polylang modules awarded credit at level 5 or level 6:

- Modules at Polylang Grade Two;
  - Modules at Polylang Grade Three;
  - Modules at Polylang Grade Four;
  - Modules at Polylang Grade Five.

## Contribution of Academic English modules to award results

- 17.118 Where students pursue a credited Academic English module at level 5 the mark achieved may contribute to the 'Next best 105 credits at level 5 and level 6 component of the honours classification formula for undergraduate degrees.

## Part 5: Modular frameworks for taught courses

### Section 18: Framework for postgraduate taught courses

#### General

- 18.1 The University of Westminster uses the QAA Framework for Higher Education Qualifications (FHEQ) as a reference point for the academic standards of its awards. The FHEQ starts with the premise that qualifications should be awarded on the basis of achievement of outcomes and attainment rather than years of study.
- 18.2 The framework for postgraduate taught courses covers all postgraduate taught courses validated by or delivered by the University of Westminster. All programmes will normally make provision for the relevant intermediate awards:
- Postgraduate Certificate (PgCert)
  - Postgraduate Certificate (PgCert) with Merit
  - Postgraduate Certificate (PgCert) with Distinction
  - Postgraduate Diploma (PgDip)
  - Postgraduate Diploma (PgDip) with Merit
  - Postgraduate Diploma (PgDip) with Distinction
  - Master's Degree (MA, MArch, MSc, MBA, LL.M, MMus)
  - Master's Degree (MA, MArch, MSc, MBA, LL.M, MMus) with Merit
  - Master's Degree (MA, MArch, MSc, MBA, LL.M, MMus) with Distinction
  - Integrated Master's Degree (MEng, MSci, MLaw)
  - Integrated Master's Degree (MEng, MSci, MLaw) with Merit
  - Integrated Master's Degree (MEng, MSci, MLaw) with Distinction
  - Master of Fine Arts Degree (MFA)
  - Master of Fine Arts Degree (MFA) with Merit
  - Master of Fine Arts Degree (MFA) with Distinction
  - Master of Research (MRes) with Merit
  - Master of Research (MRes) with Distinction

Other awards available for validation under this framework are as follows:

- Postgraduate Certificate in Education (PGCE)
  - University Certificate in Special Study (PgCert SS)
  - University Diploma in Special Study (PgDip SS)
- 18.3 These regulations replace all previous versions and apply to all students who are enrolled on University of Westminster postgraduate taught courses in the 2016/17 academic session.
- 18.4 This section should be read in conjunction with other regulations contained within the University of Westminster Handbook of Academic Regulations. In the event of any discrepancy, these regulations shall take precedence, except where course specific regulations have been approved explicitly as part of University validation and approval procedures.

Note: The definitions of terms detailed within this framework are available in Section 21.

#### Qualification descriptor

Qualification descriptors are generic statements about the main qualifications at each level (for example, bachelor's degree with honours, master's degree), specifying what students should know, understand and/or be able to demonstrate on being awarded that qualification, and exemplifying its nature and characteristics. The first part is a statement of outcomes, achievement of which is assessed and which a student should be able to demonstrate for the award of the qualification. The second part is a statement of the wider abilities that the typical student could be expected to have developed.

**Descriptor for a higher education qualification at level 7: Master's Degree**

- 18.5 The descriptor provided for this level of the framework is for any master's degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas.
- 18.6 A Master's Degree may be awarded to a student who has satisfied the academic credit requirements for the award for which they are registered. They must also demonstrate:
- a) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
  - b) a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
  - c) originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
  - d) conceptual understanding that enables them to:
    - i. evaluate critically current research and advanced scholarship in the discipline and;
    - ii. evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will also be able to:

- e) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- f) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- g) continue to advance their knowledge and understanding, and to develop new skills to a high level;

And holders will have:

- h) the qualities and transferable skills necessary for employment requiring:
  - i. the exercise of initiative and personal responsibility;
  - ii. decision-making in complex and unpredictable situations and;
  - iii. the independent learning ability required for continuing professional development.

Note: Much of the study undertaken for master's degrees will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment

in circumstances requiring sound judgement, personal responsibility, and initiative in complex and unpredictable professional environments.

## Structure of modular programmes

### University Certificate of Special Study

- 18.7 A modular programme leading to a Postgraduate Certificate of Special Study shall comprise modules to the value of at least 20 credits at level 7 as approved by a University Validation Panel.

### -University Diploma of Special Study

- 18.8 A modular programme leading to a Postgraduate Diploma of Special Study shall comprise modules to the value of at least 40 credits at level 7 as approved by a University Validation Panel.

### Postgraduate Certificate

- 18.9 A modular programme leading to a Postgraduate Certificate shall comprise modules to the value of 60 credits, including the following:

- 20 credits at level 6 or higher (as approved by a Validation Panel);
- 40 credits at level 7.

### Postgraduate Certificate in Education (PGCE)

- 18.10 A modular programme leading to a Postgraduate Certificate in Education (PGCE) shall comprise modules to the value of 60 credits, including the following:

- 20 credits at level 6 or higher (as approved by a Validation Panel);
- 40 credits at level 7.

### Postgraduate Diploma

- 18.11 A modular programme leading to a Postgraduate Diploma shall comprise modules to the value of 120 credits, including the following:

- 30 credits at level 6 or higher (as approved by a Validation Panel);
- 90 credits at level 7.

### Integrated Master's Degree

- 18.12 A modular programme leading to an Integrated Master's Degree shall comprise modules to the value of 480 credits, including the following:

- 120 credits at level 4 or higher;
- 120 credits at level 5 or higher;
- 120 credits at level 6 or higher;
- 120 credits at level 7.

### Master's Degree

- 18.13 A modular programme leading to a Master's Degree shall comprise modules to the value of 180 credits including the following:

- 30 credits at level 6 or higher (as approved by a Validation Panel);
- 150 credits at level 7.

### Master of Fine Arts Degree

- 18.14 A modular programme leading to a Master of Fine Arts Degree shall comprise modules to the value of 240 credits at level 7 as approved by a University Validation Panel.

**Semesters**

- 18.15 The standard duration of a full-time Master's programme is 48 weeks as published in the University Calendar. One or more major project(s) or dissertation(s) will normally require students to study over the summer vacation. All assessment must be completed within the 48 week period in accordance with the University Calendar.

Note: Semester 9 refers to the deferral/referral period as recorded on the Student Record System (SRS).

**Course specific regulations**

- 18.16 For each approved course scheme, there may be approved course specific regulations which may include, inter alia:

- entry requirements;
- structure of the programme;
- module schedule with details of core modules, option modules, module requirements, pre-requisites, co-requisites and pre-cursors;
- provisions for industrial/professional placements and study abroad opportunities (if any); and
- rules on assessment and award.

Note: Course specific regulations need to be approved by the Associate Director Academic Quality and Standards.

**Admissions and credit transfer**

- 18.17 All applicants for admission to postgraduate taught courses shall be required:

- a) to meet the conditions of the University general entrance requirement; and
- b) to meet any particular course requirements as specified in any course specific regulations.

- 18.18 The University has designed the admissions procedure to make courses available to as many students as possible as long as it is reasonably expected that they will be able to achieve the award for which they want to register and have the ability to benefit from study at that level.

- 18.19 The decision whether or not to admit an applicant to a course shall rest with the relevant Pro Vice-Chancellor & Dean of Faculty or nominee. The admissions procedure for all courses must be in accordance with the University Admissions Regulations, the University Admissions Policy, and any associated policies and procedures.

- 18.20 Applicants and/or students may be required to provide certification to verify any academic qualifications listed on their application forms. The University reserves the right to refuse admission or to invoke student disciplinary procedures if such certificates are not provided on request.

- 18.21 A student admitted to an Integrated Master's programme at level 4 would normally be enrolled on a named Integrated Master's degree award from the outset of the course. If students are studying within a multi-exit programme, transfer from that named Degree to another award would depend on the course admissions requirements and on the approval of their financial sponsor, if applicable.

**Credit transfer**

- 18.22 Students may be awarded credit for prior certificated learning (RPCL) or prior experiential learning (RPEL) at credit level 7 in accordance with the regulations and procedures set out in Section 4: RPL Regulations.

- 18.23 Credit for prior learning (certificated or experiential) may count towards the requirements of a named award up to a maximum of 50% of the credits required for that award. Therefore a student who has been awarded RPL credits must pass a minimum number of credits at credit level 7 at the University as follows in order to achieve a University postgraduate award:

<b>Course:</b>	<b>Max no of credits for RPCL or RPEL which may count towards the requirements of a named award up to the following maxima:</b>	<b>Min no of credits to be taken at the University:</b>
Postgraduate Certificate	30 credits	30 credits at credit level 7
Postgraduate Diploma	60 credits	60 credits at credit level 7
Master's Degree	90 credits	90 credits at credit level 7

These minima may be waived in the case of a student who has successfully passed a Postgraduate Diploma and wishes to convert it into a Master's Degree, provided that the case falls within the RPL Regulations in relation to currency and relevance of the initial qualification.

- 18.24 The course-specific regulations will state the processes by which academic credit for prior learning will be awarded.
- 18.25 At the time of awarding specific credit for RPL, a decision must be made as to whether the marks or grades, in their original or an amended form, will be included on the student record and so count towards the final award classification.
- 18.26 If specific RPEL credit is awarded or specific RPL credit, which has no marks attached, or a decision has been made not to include marks, consideration of the award of a merit or distinction (see award regulations below) will be based on the marks the student achieved within the University's modular scheme.

## Programme planning

### General

- 18.27 Each student is responsible for compiling their programme of study and making sure that it complies fully with the framework for postgraduate taught courses, mode of study and any course specific regulations. Students are required to check that their programme is valid for the academic session within the first two weeks of the semester in which they first register.

Note: The definition of 'mode of study' and the value of credits a student is permitted to register for each mode of study (full-time, part-time, etc.) is outlined in Section 21.

### Level of study

- 18.28 Modules in postgraduate taught courses are designated at credit level 7 with the exception set out in 18.29. The level of any module will be approved through the validation and review process (Polylang modules may not be included).
- 18.29 The 180 credit Master's framework allows for a maximum of 30 credits at level 6, thus formalising an element of introductory work that some courses might wish to include at the start of the programme of study. Any further undergraduate module validated at credit level 6 may be incorporated in a taught course, provided that the learning outcomes are appropriate to the nature of the course. Such a module will be validated at credit level 7 within the postgraduate award; while potentially taught jointly, it will have different learning outcomes and assessment requirements and will be designated by a different module code.
- 18.30 Where a taught course incorporates one or more credit level 7 modules with joint teaching at credit level 6, a student who has successfully completed that module or a direct equivalent as part of an undergraduate programme of study will nonetheless be required to successfully

complete the postgraduate level assessment. The decision as to whether they are required to attend the module will be taken by the relevant member of academic staff as part of programme planning (see 18.27).

- 18.31 Where a programme involves a major project, dissertation module or equivalent, the normal expectation will be that such a module will have a weighting of 60 or 40 credits although variants may be approved by a University Validation or Review Panel
- 18.32 Where courses include a 60 credit module, the University will publish advice to warn students that if they fail the module they are limited to re-assessment as re-attempting the module would exceed the maximum number of credits (240) permitted within the framework for postgraduate taught courses.

**Module registration**

- 18.33 a) Students must register their module choices by dates determined by the Associate Director, Academic & Student Administration or nominee.
- b) In the event that a student fails to register module choices, the University reserves the right to assign modules on their behalf.
- c) Students seeking to change a module registration should obtain a Change of Module Registration form from the appropriate Registry. Completed forms should be submitted to the specified Registry prior to any deadlines specified by the Associate Director, Academic & Student Administration or nominee.
- d) Change of Module Registration forms submitted after the published deadline will only be considered where:
- i. students are not eligible for their intended programme of study following deferred/referred assessments;
  - ii. the module cannot be accommodated within a programme of study;
  - iii. a part-time student has a verified conflict between a selected module or modules and work obligations;
  - iv. the Associate Director, Academic & Student Administration acknowledges that the published module information is misleading.
- e) Where a Change of Module Registration form is not submitted, or not accepted, the student will remain registered on the module. If they fail to sit or submit, coursework assessments or examinations, they will fail in the module, unless the student submits a mitigating circumstances (MC) claim accepted as valid by the Mitigating Circumstances Board as outlined in Section 11.
- 18.34 Course specific regulation for Block Mode courses should reflect the regulations that apply to other courses.

**Course Transfers**

- 18.35 A student wishing to transfer from one course to another within the University must do so in accordance with the published procedure and:
- i. Must normally, do so within the first two weeks of the academic year or, in the case of a continuing student, do so at the end of the academic year;
  - ii. must gain the approval of the Course Leader or nominee of each of the current and proposed course;
- 18.36 A student transferring to another institution shall be regarded as a withdrawal (see regulation 18.47)

## Guidance: Student Responsibilities – Course Transfers

- Students wishing to transfer must follow the published procedures, and
- Students should be aware that there may be course fee and funding implications following a transfer. Students should contact the Student Advice Service, or the Student Loans Company / Student Finance England as appropriate, for further information. For students on a Tier 4 visa a transfer may also have implications for the visa. Where relevant, your Faculty Registry will notify Student Finance England and the Home Office about any transfer.

**Interruptions**

- 18.37 An interruption is an extended period of authorised absence from the course.
- 18.38 A period of interruption may be:
- i. taken by a student at that student's discretion; or
  - ii. required by the University on grounds of the student's health and/or well-being.
- 18.39 Where the University wishes to require a student to interrupt on grounds relating to the student's health and/or well-being, the procedure as described in the University's Fitness to Study Policy shall be observed.
- 18.40 The University may only require a student to interrupt where the University is satisfied that a period of interruption is in the best academic interests of the student. Under no circumstances shall such action be taken as a punitive measure.
- 18.41 Students who seek or are required to interrupt their studies on health grounds will be required to provide evidence, to the satisfaction of the Course Leader or in accordance with the Fitness to Study Policy, as appropriate, that they are fit to resume their studies before they rejoin the course.
- 18.42 An interruption is not to be confused with, or used as a substitute for, deferral of an assessment due to mitigating circumstances (see regulation 18.56).
- 18.43 An interruption will not normally be permitted for a period of less than one semester.
- 18.44 Where a student commences a period of interruption once a module has started but before completing all the assessment requirements for that module, no credit will be awarded and the student, upon their resumption of studies, will normally be required to rejoin at the start of the uncompleted module(s).
- 18.45 The maximum period of enrolment (see regulation 18.23) includes any periods of interruption.
- 18.46 During a period of interruption a student is not normally entitled to access any of the University's services or systems, including IT, library, workshop or social facilities, beyond such access that is permitted to members of the public.

## Guidance: Student Responsibilities – Interruptions

- Students wishing to interrupt their studies must contact their Faculty registry and complete the appropriate documentation.
- Students wishing to return to their studies from a period of interruption must seek permission from their Course Leader, and will be required to demonstrate that the personal reasons that necessitated the interruption are no longer relevant.
- Students interrupting their studies should be mindful of the maximum permitted period of enrolment for their course, and should be aware that they risk having their enrolment

terminated if they exceed the maximum permitted period.

- Students should be aware that there may be course fee and funding implications for them following a period of interruption. Students should contact the Student Advice Service, or the Student Loans Company / Student Finance England as appropriate, for further information. For students on a Tier 4 visa an interruption may also have implications for your visa. Where relevant, your Faculty Registry will notify Student Finance England and the Home Office about any interruption. Students are advised to seek advice from the Student Affairs department.

### **Withdrawals**

- 18.47 Any student who is absent from their studies without authorisation or good reason for a period of at least two weeks (10 consecutive working course days), may be deemed to have withdrawn from their course and, at the discretion of the Faculty Registrar, may, provided that notice and an opportunity for the student to make representations has been given, have their enrolment terminated.
- 18.48 A student whose enrolment is so terminated may only be re-instated upon appeal to and at the discretion of the relevant Dean of Faculty. There shall be no further right of appeal.
- 18.49 A student who wishes to withdraw from their studies should notify the University in accordance with procedures determined annually by the Academic Registrar's Department.
- 18.50 Where a student withdraws from their studies before or without completing all of the assessment components for a module, the student will be withdrawn from that module, the module will not be considered by the Assessment Board, and no credit will be awarded for that module.
- 18.51 Where a student withdraws from their studies after completing all of the assessment components for a module, the module will be considered by the Assessment Board and credit for that module may be awarded.
- 18.52 Where a student withdraws from their studies, an intermediate award may be awarded (see 18.67)

## **Assessment**

### **Timing of Assessment & Assessment Boards**

Coursework (i.e. assessment other than formal examinations) shall be completed by the published deadlines.

- 18.53 All formal examinations shall normally be held during the University's designated examination period(s).
- 18.54 Where an incoming exchange / study abroad student is not required or expected, under the terms of the exchange agreement, to be available during the relevant designated examination period, alternative assessment arrangements will normally be made to facilitate the student's assessment prior to the student's return to their home institution.
- 18.55 There will normally be four assessment board periods each year. There may be additional assessment board periods as permitted by the Faculty Quality Assurance Committee.
- 18.56 Students must ensure that they are available during the Referral/Deferral examination period in case they are required to undertake one or more Referrals/Deferrals.

### **Module assessment**

- 18.57 a) Student performance in each module will be assessed by examinations and/or coursework. For the purpose of these regulations, coursework shall comprise all forms of assessed work other than examinations and may include *inter alia* essays,

assignments, tests, projects, dissertations, theses, practical work, placement or field-trip reports, designs, artefacts, films or videos, photography and computer based analysis.

- b) The method of assessment and any details of qualifying marks and/or sets that may exist for each module shall be described in the relevant course handbook and/or module handbook.
- c) The mark achieved by each student in each module shall be determined by the relevant Assessment Board.

**Module pass mark**

- 18.58 a) The module pass mark shall be 40% for modules at credit level 6, and 50% at credit level 7. A student who achieves the overall pass mark and satisfies any requirements for individual assessment components within a module, including qualifying mark(s) and/or set(s) shall be awarded the appropriate credits at the specified level.
- b) A student who passes a module, in which he/she has previously failed, shall be credited with the minimum mark for a pass.
- c) A student who has been awarded credit and passed a module shall not be permitted to be re-assessed in that module.

**Grade only modules**

- 18.59 Where a module(s) is assessed as grade only i.e. no numerical mark is awarded and a student can only pass or fail:
  - a) no marks, or classification of merit or distinction can be applied;
  - b) it cannot have a mixed set up with grade only for some component(s) and a mark for another;
  - c) the opportunity of a referral is at the discretion of the Assessment Board;
  - d) no student may be permitted more than two attempts at any grade only module; and
  - e) any deviation from the above must be approved by the Academic Registrar as a course specific regulation.

**Mitigating circumstances**

- 18.60 a) A mitigating circumstances claim may be submitted where a student:
  - i. fails to submit coursework or submits coursework late; or
  - ii. does not participate in assessment and/or examination(s).
- b) The procedures for processing mitigating circumstances are described in Section 11.
- c) Where mitigating circumstances are accepted as valid, the Assessment Board may offer the student a deferral in all or part of the assessment for a module.
- d) Where mitigating circumstances are accepted as valid for a student who would otherwise have been eligible for a named award, the Conferment Board may decide:
  - i. that an award be conferred if it is satisfied that there is sufficient evidence of achievement in the affected modules. This includes the award of merit and distinction classifications, providing that the Assessment Board agrees that there is sufficient evidence to make a fair estimate of the student's performance;

- ii. an aegrotat award in other cases where it is not possible to judge the standard of award that would have been achieved on the basis of the work available, but the Assessment Board nonetheless believes that the requirements of the award would have been completed successfully.

Note: An aegrotat award will only be granted if the student agrees in writing, normally within four weeks of the results being published that they accept the award: if they do not do so, the initial decision of the relevant Assessment Board will be retained.

- e) It is the responsibility of each student to obtain from the appropriate Registry details of the form, content and timing of any deferred assessment.
- f) Assessed work submitted as a deferral will receive the actual marks achieved unless another component of the same module is being re-assessed when the overall mark will be capped at the pass mark.
- g) The time limits for the completion of deferrals shall be the same as that for module re-assessments.

#### Module failure

- 18.61 a) Where a student fails to achieve an overall pass but has achieved an overall mark of at least 40% in a module at level 7, the Assessment Board may decide at its discretion to permit:
- i. one re-assessment in all or specified parts of the module; or
  - ii. one re-attempt at the whole module including a new module registration, full attendance, an initial assessment and, at the discretion of the Assessment Board, one re-assessment (see 18.62 d ).
- b) Where a student fails to achieve an overall pass and has also not achieved an overall mark of 40% at credit level 7, the Assessment Board may decide at its discretion to permit one re-attempt at the whole module. Where an overall mark of less than 40% has been achieved in a module at level 7, no credit is awarded but the failed attempt still counts against any credit limits for the particular award.
- c) The provisions described in sections (i) and (ii) above shall also apply to students failing a subsequent assessment following deferral in the first assessment on the basis of mitigating circumstances.
- d) It is the responsibility of each student to obtain from the appropriate Registry details of the form, content and timing of any re-assessment. See also the University Calendar.
- d) No student may be permitted more than two attempts at any module. *A first attempt of any module will count as an attempt, and a retake of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.*
- e) A project module may be **assessed only twice**: a student who accepts reassessment therefore has no right to a re-attempt at the project module; neither may a student who has re-attempted a project module be offered reassessment.

Note: Some courses may include a major extended piece of work with a title other than 'project' (e.g. a dissertation). Most courses will have only one such piece of work. In cases where more than one is included, the Course Specific Regulations will specify which modules are limited to two assessments under this regulation.

- f) The Assessment Board shall determine the form, content and timing of any re-assessment, and also whether attendance is required. At the discretion of the Assessment Board, a re-assessment may comprise the re-submission of an existing piece of assessed work, the submission of an entirely new piece of assessed work or a different form of assessment from that set originally.
- g) Unless agreed otherwise by the Assessment Board, the overall module mark for re-assessed modules will be calculated by:
  - i. using the highest mark achieved by the student for each component in the first or subsequent assessment.
  - ii. aggregating the highest mark in each component using the agreed assessment weighting for module components.

Note: A student who is offered re-assessment but who does not take up the offer will retain the fail mark originally recorded for the module.

- h) The overall mark for any **component** of assessment successfully completed following a referral(s) opportunity (re-assessment) will be capped at the pass mark (50% at credit level 7) irrespective of the actual mark the student achieves.
- i) The overall mark for any **module** successfully completed following a re-take (re-attempt) will be capped at the pass mark (50% at credit level 7) irrespective of the actual mark the student achieves.
- j) A new module registration is required for each re-attempt at a module but is not required for a re-assessment. Any re-attempt counts towards both the limits on the number of credits attempted and the maximum number of credits which may be counted for awards conferred under this framework.
- k) If a student re-attempts a module, they must re-register for the module and complete all assessments (including all coursework, practicals, in-class tests, critical reviews of studio work, examination or other form of assessment requirements), as specified by the Assessment Board. This applies regardless of the marks the student achieved in any component of assessment at the first attempt.
- l) A student who fails a module may choose to attempt an alternative module (as a first attempt) unless the failed module is either compulsory, core or a pre- or co-requisite for one or more core modules.

18.62 A student may not re-attempt a module they have already passed in order to improve their grade.

18.63 Students may not take additional credits in an attempt to improve the classification of their award.

**Module Retrieval Time Limits**

18.64 Where a student is offered a deferral or re-assessment in a module assessment, that assessment must be completed by the end of the following academic year, regardless of any subsequent deferrals, or any suspension of studies. Where a student does not submit a deferred assessment or re-assessment within these time limits, he/she must submit a further claim under the University Regulations governing Mitigating Circumstances or they will be deemed to have failed that stage of assessment.

**Exclusion on Academic Grounds**

- 18.65 a) The Assessment Board may exclude from a course students who have attempted modules with a value of 60 credits or more **and** who:
- i. has failed 33% or more of the total credits attempted;
  - ii. is unable to retrieve a failure in a core module or a module which is a pre-requisite for a core module; or
  - iii. is unable to achieve the next named award they would be eligible for within their maximum period of registration.
- b) The Assessment Board has the power:
- i. to exclude a student permanently from a course;
  - ii. to recommend the transfer of an excluded student to another course; or
  - iii. to issue guidance to excluded students on any options that remain open to them.
- c) Where a student has been excluded from a course:
- i. the exclusion decision takes precedence over any Assessment Board decision on individual module results;
  - ii. any recommendation to transfer to another course will require a new application for admission (except where an intermediate award is validated within a programme);
  - iii. he/she may, at the discretion of the Pro Vice-Chancellor & Dean of Faculty, be permitted to take up one or more opportunities for reassessment in order to improve his/her credit standing, providing that these were originally offered by the Assessment Board;
  - iv. the Assessment Board will confer automatically the highest award (if any) for which the student is eligible;
  - v. there shall be no further opportunity for re-admission or re-enrolment on to the same course.

**Awards****General**

- 18.66 a) When a student achieves the specified combination of credits for his/her recorded final qualification aim, that award will be conferred and there will be no further opportunities to improve the classification of the award by taking additional credits.
- b) Where a student is no longer able to complete the recorded target qualification, the Assessment Board will award the highest intermediate award which the student is eligible to receive.
- c) Where a student withdraws from a course the Assessment Board will award the highest intermediate award which the student is eligible to receive. In addition a classification may also be awarded.
- d) A student will normally be entitled to receive no more than one award from a programme within the postgraduate modular framework.

- e) The title of award conferred will be determined by university regulations, course specific regulations and the programme pursued by the student, and may differ from the title of award when the student first enrolled.

**Award of a University Certificate in Special Study (PgCert SS)**

- 18.67 The University may award a Postgraduate Certificate of Special Study to a student who has passed a programme of study of at least 20 credits at level 7 approved as such by a University Validation Panel.

**Award of a University Diploma of Special Study (PgDip SS)**

- 18.68 The University may award a Postgraduate Diploma of Special Study to a student who has passed a programme of study of at least 40 credits at level 7 approved as such by a University Validation Panel.

**Award of a Postgraduate Certificate (PgCert)**

- 18.69 a) To be eligible for the award of a Postgraduate Certificate, a student must have:
- i. a minimum of 60 credits at level 7 (this may include a maximum of 20 credits at level 6 where validated as part of the award); and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Postgraduate Certificate with Merit** to a student whose marks average at least 60% across the modules contributing to the award, where the Certificate is the **target award** rather than an intermediate award conferred following failure in one or more modules.
  - ii. a **Postgraduate Certificate with Distinction** to a student whose marks average at least 70% across the modules contributing to the award, where the Certificate is the **target award** rather than an intermediate award conferred following failure in one or more modules.

**Award of a Postgraduate Diploma (PgDip)**

- 18.70 a) To be eligible for the award of a Postgraduate Diploma, a student must have:
- i. obtained a minimum of 120 credits at level 7 (this may include a maximum of 30 credits at level 6 where validated as part of the award); and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Postgraduate Diploma with Merit** to a student whose marks average at least 60% across the modules contributing to the award, where the Diploma is the **target award** rather than an intermediate award conferred following failure in one or more modules.
  - ii. a **Postgraduate Diploma with Distinction** to a student whose marks average at least 70% across the modules contributing to the award, where the Diploma is the **target award** rather than an intermediate award conferred following failure in one or more modules.

**Award of a Master's Degree (MA, MBA, MMus, MSc, and LLM)**

- 18.71 a) To be eligible for the award of a Master's Degree, a student must have:
- i. obtained a minimum of 180 credits at level 7 (this may include a maximum of 30 credits at level 6 where validated as part of the award);
  - ii. attempted modules worth no more than 240 credits (see section 18.32);
  - iii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Master's Degree with Merit** to a student whose marks average at least 60% across modules at level 7;
  - ii. a **Master's Degree with Distinction** to a student whose marks average at least 70% across the modules at level 7;
  - iii. the Assessment Board shall consider all students who fall within one percent of the classification boundary for possible elevation to the next classification. This application of discretion by the Assessment Board may be based upon strength elsewhere within the student profile such as a the project or dissertation; and
- Note: Guidance regarding the criteria, against which discretion is considered and agreed at Faculty, Departmental and/or course level, will normally be detailed within the course handbook.
- c) the Assessment Board will use academic judgement to confirm the final award classification for each student.

**Award of a Master of Architecture (MArch)**

- 18.72 a) To be eligible for the award of a Master of Architecture, a student must have:
- i. have taken modules worth at least 240 credits at Credit Levels 6 & 7, of which at least 120 credits must be at Level 6 and at least 120 credits at Level 7 and,
  - ii. have module passes worth at least 240 credits at Credit Level 6 & 7, of which at least 120 credits must be at Level 6 and at least 120 credits at Level 7.
- b) The result of each student's final award on the Master of Architecture is calculated as an average of the five modules taken at Credit Level 7 in Dip Year 2. A pass in the Master of Architecture is given to all students who pass all the five modules and thus have an average of 50% across all the Level 7 modules.
- c) The University may award a **Master of Architecture with Merit** to a student who:
- i has obtained 240 credits at Levels 6 and 7, and
  - ii has achieved an average normally of 60% across the Level 7 modules
- d) The University may award a **Master of Architecture with Distinction** to a student who:
- i. has obtained 240 credits at Levels 6 and 7, and
  - ii. has achieved an average normally of 70% across the Level 7 modules

- e) The Assessment Board will use academic judgement to confirm the final award classification for each student.

**Award of Integrated Master (MEng, MLaw, MSci)**

- 18.73 a) To be eligible for the award of an **Integrated Master**, a student must have (see 17.71 (iii)):
- i. obtained at least 480 credits including:
    - a minimum of 120 credits at level 4 or higher, of which no more than 45 credits shall be condoned;
    - a minimum of 120 credits at level 5 or higher;
    - a minimum of 120 credits at level 6 or higher; and
    - a minimum of 120 credits at level 7;
  - ii. attempted modules with a maximum value of 510 credits at levels 5, 6 and 7; and
  - iii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. an **Integrated Master's Degree with Merit** to a student whose marks average at least 60% across modules at levels 6 and 7.
  - ii. an **Integrated Master's Degree with Distinction** to a student whose marks average at least 70% across the modules at levels 6 and 7.

**Award of Masters of Fine Arts (MFA)**

- 18.74 To be eligible for the award of a Master's of Fine Arts Degree, a student must have:
- iv. obtained a minimum of 240 credits at level 7;
  - v. attempted modules worth no more than 300 credits;
  - vi. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- c) The University may award:
- iv. a **Master's of Fine Arts Degree with Merit** to a student whose marks average at least 60% across modules at level 7;
  - v. a **Master's of Fine Arts Degree with Distinction** to a student whose marks average at least 70% across the modules at level 7;
  - vi. the Assessment Board shall consider all students who fall within one percent of the classification boundary for possible elevation to the next classification. This application of discretion by the Assessment Board may be based upon strength elsewhere within the student profile such as a the project or dissertation; and
- Note: Guidance regarding the criteria, against which discretion is considered and agreed at Faculty, Departmental and/or course level, will normally be detailed within the course handbook.

- vii. the Assessment Board will use academic judgement to confirm the final award classification for each student.

#### **Award of Master's in Research (MRes)**

- 18.75 a) To be eligible for the award of a Master's of Research, a student must have:
- i. obtained a minimum of 180 credits at level 7 (this may include a maximum of 30 credits at level 6 where validated as part of the award);
  - ii. attempted modules worth no more than 240 credits (see section 18.32);
  - iii. attempted no more than 40 credits in taught modules; and
- Note: The inclusion of a Research Methods module, if it is within the course, should be included within these 40 Credits and not as a third taught module.
- iv. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Master's in Research with Merit** to a student whose marks average at least 60% across modules at level 7.
  - ii. a **Master's in Research with Distinction** to a student whose marks average at least 70% across the modules at level 7.

#### **Award of an Erasmus Mundus Master's Degree**

- 18.76 a) To be eligible for the award of an Erasmus Mundus Master's Degree, a student must have:
- i. obtained a minimum of 240 credits at level 7 (this may include a maximum of 30 credits at level 6 where validated as part of the award);
  - ii. attempted modules worth no more than 300 credits (see section 18.32);
  - iii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. an **Erasmus Mundus Master's Degree with Merit** to a student whose marks average at least 60% across modules at level 7.
  - ii. an **Erasmus Mundus Master's Degree with Distinction** to a student whose marks average at least 70% across the modules at level 7.

**Time limits**

18.77 The time limit for a student to complete their programme of study shall be as follows:

	<b>Full-time study</b>	<b>Part-time study</b>
Master's degree	4 years	5 years
Master's degree (integrated)	6 years	9 years
Integrated Master's with Foundation	7 years	10 years
Postgraduate Diploma	2 years	4 years
Postgraduate Certificate	1 years	2 years
Postgraduate Diploma Special Study	-	2 years
Postgraduate Certificate Special Study	-	2 years

These are the overall time limits for programmes of study with the substantive mode of attendance indicated above and **include** any periods for the suspension of studies or the retrieval of failed modules. The time limit for any programme of study not listed above shall be determined by the relevant University Validation Panel. If a student is following a mixed mode programme (part-time and full-time study) the maximum period of registration will apply as if they were studying part-time.

## Part 5: Modular frameworks for taught courses

### Section 19: Framework for study abroad and exchange students

#### Definition of study abroad and exchange students

##### Definition of exchange students

- 19.1 Outgoing exchange students are those who are initially enrolled on a University of Westminster course who then either seek an exchange with an overseas partner institution or are required as part of a validated course of study to take part in an exchange programme.
- 19.2 Incoming exchange students are those from a partner higher education institution outside the UK which the University of Westminster has an official bilateral exchange agreement with have agreed through the Faculty, to register for a programme of study for academic credit. The exchange will normally take place within one particular University of Westminster Faculty or Department.

Note: Incoming exchange students are on a non-fee paying, reciprocal basis (via a bi-lateral partnership agreement).

##### Definition of study abroad student

- 19.3 A study abroad scheme student is defined as a student from outside the UK who has been admitted through the Education Abroad Team to register for a programme of study with the University of Westminster, to gain academic credit. A study abroad student will normally be able to study any agreed module across the University of Westminster and is required to pay fees to attend the University.
- 19.4 For both study abroad and exchange students, the period of attendance will normally be for one semester or one academic year. The University of Westminster is not responsible for conveying any academic credit which has been awarded to the student's "home" institution.

#### Exchange students

##### Current University of Westminster students - outgoing exchanges

- 19.5 The exchange must be with an approved University of Westminster overseas partner institution.

Note: Where the course specific requirements allow, students can take part in an exchange that is not through an overseas partner institution but instead through an organisation or enterprise for work experience. This must be agreed by the Course Leader Head of Department (or equivalent), and Registry who must notify the Education Abroad Team. Students will be subject to the same exchange regulations.

- 19.6 Where the exchange does not form part of a validated programme of study, the Course Leader must approve the exchange.

Note: The syllabus of the exchange programme will normally be compared against the syllabus of the student's current course of study.

- 19.7 In order to participate in an exchange programme a student must have been able to progress from their previous year of study. Course specific regulations may also apply.

Note: If a student has a result of condoned credit, fail or defer result they may *not* be eligible to participate in an exchange. The decision will be at the discretion of the student's academic exchange coordinator and the Course Leader. Other factors, such as language skills and academic references may be taken into account when determining eligibility to participate in an exchange programme.

- 19.8 Students may be required to meet the partner institution's admissions requirements and may reject an application that has been approved by the University of Westminster.
- 19.9 It is a student's responsibility to ensure that they have approval for both the exchange and the modules studied at the partner university. All students must ensure that they have an approved and signed Learning Agreement before participating in an exchange.
- 19.10 It is a student's responsibility to ensure that any changes made to the programme of study upon arrival at the partner institution have been approved and amended in the Learning Agreement and that the amended learning agreement is returned to the Registry and the Education Abroad Team within the agreed timeframe. Failure to do this may result in the modules not counting towards the final degree classification.
- 19.11 Whilst registered at the partner institution students must comply with the regulations and code of conduct of the partner. An exchange student may also be subject to disciplinary action at the University of Westminster whilst on exchange.
- 19.12 Outgoing exchange students from the University of Westminster, who are attending Semester 2 abroad, will normally be eligible for alternative assessment for any formal Semester 1 examinations (normally held at the end of the year). With the agreement of the Course Team, and Registry Manager examinations may also take place abroad (see 8.18). In determining this, relevant factors such as time zones will be taken into consideration. However, where professional body requirements are a factor, students may be required to sit for examinations in July.
- 19.13 On completion of the exchange it is the student's responsibility to submit their transcript of results to the Academic Exchange Coordinator using an RPL form. Marks from the host institution will not normally be transferred and the module result will be recorded using an RPL module code, unless required by a Professional, or Statutory or Regulatory Body (PSRB).

**Visiting exchange students - incoming exchange**

- 19.14 An undergraduate exchange shall normally be one semester in duration, and no longer than one academic year.
- 19.15 A postgraduate exchange (Level 7) shall normally be no longer than one semester.
- 19.16 Applicants are expected to fulfil the University's standard entry requirements (see Section 3).
- 19.17 The programme of study must be approved by the home institution.
- 19.18 Exchange students must register their full module choices for the whole academic year by the end of enrolment week (week 1) or upon enrolment for semester 2 (week 14).
- Note: The University of Westminster cannot guarantee students' first choices of modules; therefore students should also indicate a second preference.
- 19.19 Students coming on exchange must verify with their home institution how many credits they are expected to complete whilst on exchange and that modules they choose are transferable to their degree course.
- 19.20 In order to gain University of Westminster academic credit students must attempt all the assessment prescribed.
- 19.21 An incoming exchange student who is attending only the first semester at the University of Westminster (September - January), will, in the case of modules with formal examinations, be entitled to alternative assessment.

Note: This is because the [University Calendar](#) normally allows for examinations only at the end of the academic year. Students attending semester two, or yearlong will be expected to attend examinations, if applicable, in order to gain academic credit.

19.22 Students who are enrolled on an exchange programme must abide by the University of Westminster regulations and codes of conduct. Failure to do so may mean a student is subject to disciplinary action.

Note: It is the student's responsibility to ensure they are familiar with the University of Westminster regulations.

19.23 Marks will be confirmed at an Assessment Board. Following this a transcript will be issued to the student's home address. Marks will appear as percentages (the University of Westminster marks may need to be converted by the student's home institution for the purpose of credit transfer).

**Action in case of failure**

19.24 Exchange students who fail a module will be subject to reassessment for credit in accordance with the standard University of Westminster regulations. Please refer to Section 17 Undergraduate Framework or Section 18 Postgraduate Framework.

19.25 Condonement is not permitted for exchange students.

19.26 Where an exchange student is asked to resubmit coursework(s) this can normally be done via the postal system, or electronically via blackboard, although this may not be possible for all work e.g. practical modules. Students must ensure the coursework arrives at the University of Westminster before the deadline; a guaranteed form of delivery is therefore advisable.

19.27 Where an exchange student is unable to return to the UK to sit a referred or deferred examination, the student can apply to sit the examination abroad in accordance with the regulations detailed in Section 8 Individual Examination Arrangements

Note: If an exchange student was provided an alternative assessment to an examination for semester 1, at reassessment a further alternative assessment should be provided.

### **Study abroad regulations**

19.28 Standard entry requirements exist for the University of Westminster; for example, English Language qualifications. However, further Faculty or course specific requirements may also exist. Any application must be approved by the Education Abroad Team before acceptance can be confirmed.

19.29 An undergraduate study abroad scheme shall normally be one semester in duration, and no longer than one academic year.

19.30 A postgraduate (level 7) study abroad scheme shall normally be no longer than one semester.

19.31 Students who are enrolled on a study abroad scheme must abide by the University of Westminster regulations and codes of conduct. Failure to do so may mean a student is subject to disciplinary action.

19.32 Students must be fully enrolled by the deadline published by the Education Abroad Team. The University of Westminster cannot guarantee holding a place for a student who has not completed the enrolment process by this deadline. Any extension to the deadline must be approved by Education Abroad Team.

19.33 Study Abroad students must register their full module choices for the semester by the end of Learning Week 1 in semester 1 (week 2) and Learning Week 1 in semester 2 (week 15).

19.34 The University of Westminster is not responsible for the awarding of credit in a student's own institution. Students are responsible for checking the programme of study they have chosen will be suitable to gain academic credit in their home institution.

- 19.35 A study abroad scheme student who is attending the first semester only at the University of Westminster (September - January) will be entitled to undertake an alternative assessment, in the case of modules with formal examinations.

Note: This is because the [University Calendar](#) only normally allows exams at the end of the academic year. Students attending semester two, or yearlong will be expected to attend examinations, if applicable, in order to gain academic credit.

**Action in case of failure**

- 19.36 Study abroad students who fail a module will be subject to re-assessment for credit in accordance with the standard University of Westminster regulations. Please refer to Section 17 Undergraduate Framework or Section 18 Postgraduate Framework.

- 19.37 Condonement is not permitted for study abroad students.

- 19.38 If a student is asked to resubmit coursework(s) this can normally be done via the postal system, or electronically via blackboard, although this may not be possible for all work e.g. practical modules. Students must ensure the coursework arrives at the University of Westminster before the deadline; a guaranteed form of delivery is therefore advisable.

- 19.39 Where a study abroad student is unable to return to the UK to sit a referred or deferred examination, the student can apply to sit the examination abroad in accordance with the regulations detailed in Section 8 Individual Examination Arrangements

Note: If a study abroad student was provided an alternative assessment to an examination for semester 1, at reassessment a further alternative assessment should be provided.

## Part 6: Conferment for taught courses

### Section 20: Regulations for the conferment of awards

#### Academic awards

- 20.1 For the purpose of these regulations, the phrase ‘academic award’ is used to describe all awards of the University of Westminster other than research degrees and honorary awards (which are governed by separate regulations available at [westminster.ac.uk/doctoral-research-framework](http://westminster.ac.uk/doctoral-research-framework)).
- 20.2 The portfolio of current academic awards of the University is detailed within Section 2. The authority to approve a new academic award rests with the Academic Council of the University, which will consider proposals in the context of the University’s existing portfolio of awards, the characteristics and level of the proposed award, and the likely demand and recognition thereof.

#### Conferment

##### Conferment under collaborative arrangements

- 20.3 Where the University grants an academic award with one or more other institutions, the Memorandum of Collaboration shall specify the conferment regulations to be followed, having due regard to the requirements of the University.
- 20.4 Where the University has authorised another institution to operate a programme of study leading to an academic award of the University, Academic Council may authorise the academic authority of that other institution to confer named awards of the University on its behalf. In such cases, conferment shall be governed by these regulations or by such other regulations as may be agreed by Academic Council.

##### Conditions for conferment

- 20.5 The authority to confer academic awards on behalf of the University rests with Academic Council; such authority may be delegated by Council to another named person or body. No certificates, records, transcripts or similar may be issued in the name of the University other than with the prior authorisation of or on behalf of Academic Council.
- 20.6 An academic award of the University may be conferred only in respect of students registered by and with the University of Westminster, who have followed an approved programme and satisfied the academic requirements of the named award (other than in the circumstances described in 20.4 above).
- 20.7 An academic award of the University shall be conferred only on the recommendation of an Assessment Board constituted and acting under the University of Westminster Academic Regulations and any regulations applying specifically to that award, and with the approval of the duly appointed external examiners.

##### Conferment procedures

- 20.8 Academic Council shall agree detailed procedures governing the conferment of awards; no award may be conferred other than in accordance with these procedures.
- 20.9 Where a student has not yet fulfilled a legitimate requirement of the University, including the settlement of any outstanding debt to the University, or to a partner institution at which the student has studied as part of their course scheme at the University of Westminster, the Associate Director, Academic & Student Administration, or nominee may withhold from the student any academic award conferred by the University and the student shall not be entitled to confirmation of their results.

## Pass lists

- 20.10 Conferment shall be processed only on the basis of an approved pass list, signed by the Chair of the Assessment Board or Secretary to the Assessment Board and received formally by the Associate Director, Academic & Student Administration, or nominee. A Pass lists shall be issued from the Student Record System (SRS) for each mode and level of award within a validated programme of study. The pass list shall contain the full name of each student recommended for the award, by classification where appropriate, together with a unique identifier, in the form of the student registration number. The pass list shall be used for formal notification of results, and shall therefore include a disclaimer confirming that the recommendations are subject to ratification on behalf of Academic Council.

## Certification

### Certificate

- 20.11 The University of Westminster shall provide a certificate of award to each person on whom it confers an academic award. Such certificate shall record:
- a) the name of the University;
  - b) the name of any other organisation with whom the University is collaborating in relation to the named award;
  - c) the full name of the student as entered on the University's Student Record System; it shall be the responsibility of the student to ensure that their name is correctly entered;
  - d) the level of award;
  - e) the validated title of the programme as approved for the purposes of the certificate;
  - f) any classification, merit or distinction as appropriate;
  - g) the date of conferment, which shall be the date on which the recommendation was made by the Assessment Board.
- 20.12 The certificate shall bear the signature of the Vice-Chancellor & President of the University, and the Chairman of the Court of Governors.
- 20.13 The Ceremonies and Conferments Office shall maintain a record of all academic awards conferred by the University of Westminster.

### Record of achievement

- 20.14 A record of achievement (a transcript) shall be made available to any student who has successfully completed a programme of study leading to an academic award of the University of Westminster and on fulfilment of all the University's requirements including the settlement of any outstanding debt to the University or to a partner institution at which the student has studied as part of their course scheme at the University of Westminster. A record of achievement shall record:
- a) the full name of the student;
  - b) the dates of the student's registration;
  - c) the elements of study successfully completed, with details of title, level, credit value, grade/mark achieved and date of completion.
- 20.15 A Student Module Profile shall be made available to any student who is registered for a programme of study leading to an academic award of the University of Westminster as an indication of academic progression and provisional marks.

- 20.16 A Diploma Supplement, as a synopsis of their course and the assessment record of the graduate, shall be made available to any student who has been conferred with an academic award of the University of Westminster.
- 20.17 A Higher Education Achievement Record (HEAR) will be available to all undergraduate students who commence their studies from September 2014. The HEAR is a formal degree transcript that provides a full record of your university achievements, including both academic and extra-curricular achievement.

**Replacement certificates**

- 20.18 The University will replace any certificates incorporating an error, provided that such an error does not arise from any error or omission on the part of the student. It shall be the responsibility of the student to demonstrate that an error has occurred and to provide such evidence thereof as the University may reasonably demand. Replacement certificates will not be issued in respect of name changes subsequent to the date of conferment.
- 20.19 A former student whose certificate is lost or accidentally destroyed may request a duplicate from the Academic Registrar's Department, by completing a declaration form. The University reserves the right to charge a fee for such provision. An individual may only receive one duplicate certificate.

**Rescinding an award and/or academic credit**

- 20.20 Exceptionally Academic Council may rescind an intermediate or final award or the award of academic credit including that awarded by RPL, previously conferred in accordance with these regulations. Such a decision may not be delegated to any other person or body, and shall be taken only after full consultation with the Chair of the Assessment Board, the approved external examiner(s) and the Academic Registrar.
- 20.21 Where it is proposed that an award be rescinded, the individual previously conferred shall be advised and offered the opportunity to submit an appeal in accordance with Section 10 Academic Misconduct Regulations to the Associate Director, Academic Quality and Standards.
- 20.22 There shall be no further right of appeal against a decision of Academic Council to rescind an award.

**Awards of other bodies**

- 20.23 The University is also authorised to recommend students for the awards of other bodies. In such cases, the regulations of that other body shall normally apply; where such regulations do not exist or are silent on any specific point, these regulations will be followed as far as practicable.
- 20.24 The University holds a Licence Agreement with Edexcel BTEC on whose behalf BTEC awards are conferred.

## Part 7: Definitions

### Section 21: Definitions

The following definitions are to be used in conjunction with **Section 17: Framework for undergraduate taught courses – Level 6 Students and Level 5 Architecture and Interior Architecture Students** and **Section 18 Postgraduate Framework** only.

Term	Definition
<b>Attempt</b>	To have 'attempted' a module means to have registered for a module and not to have submitted a change of module registration form by the deadline, nor to have suspended studies or withdrawn from a course of study. If a student decides to withdraw from a module or their course but does not complete the necessary notification forms by the specified deadlines they will be deemed to have failed the module and used up one attempt.
<b>Condoned credit</b>	Condonement is a mechanism by which a module can be passed and credit can be awarded even where the module pass mark or a qualifying mark, and thus the module learning outcomes, have not been achieved. Condonement is only available to students undertaking modules at Levels 3 and 4. It is not available at any other level.
<b>Co-requisite</b>	A course specific requirement that students must register to study combinations of specified modules concurrently.
<b>Core module</b>	A module which students are required to study in accordance with the validated Course Scheme.
<b>Course</b>	A validated combination of modules, onto which a student is enrolled, the successful completion of which leads to an award.
<b>Credit</b>	A numerical value denoting the amount of learning expected for the typical student to achieve the learning outcomes of that module. One credit represents 10 notional learning hours.
<b>Credit accumulation</b>	The process of achieving credits over time in relation to a planned programme of study.
<b>Credit level</b>	A numerical value reflecting the depth of learning involved and the intellectual demand required to meet the learning outcomes of that module.
<b>Credit transfer</b>	A mechanism which allows credit awarded by a higher education (HE) awarding body to be recognised, quantified and included towards the credit requirements for a programme delivered by another HE provider and/or between programmes offered by an HE provider.
<b>Credit value</b>	The combination of the Credit Volume and the Credit Level, the credit value therefore relates to the complexity of the learning outcomes and the notional time judged necessary to achieve them.
<b>Deferral</b>	As a result of mitigating circumstances, to set aside an assessment attempt and permit the student to be assessed as if for the first time (or second/third time if the assessment to be set aside was already a second/third attempt).

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<b>Dis-requisites (or restricted)</b>	Modules may be linked in such a way that registration for a particular module may not be permitted if a student is currently studying or has previously studied a module with a similar syllabus which has been designated as a dis-requisite, or which has approved access restrictions.
<b>Enrolment</b>	The process of joining a course, and thus the University. Enrolment refers to the relationship between a student and his/her course and the University.
<b>Fail</b>	At assessment component level, a result indicating that the learning outcomes have not been met;  At module level, a result indicating that credit has not been achieved due to not meeting the learning outcomes.
<b>Mode of Study (Postgraduate)</b>	There are three modes of study at Postgraduate level: <b>Full-time</b>  The normal study load for a student studying full-time will be 180 credits with attendance, in a full year (48 weeks) or 120 credits in an academic session (36 weeks). This second threshold is equivalent to the taught element of a Master's degree or a Postgraduate Diploma and may in some cases be less than 120 credits where the dissertation element contributes more than 60 credits to an award. <b>Part-time</b>  A student studying fewer credits than detailed above will normally be designated as studying part time. <b>Block Release</b>  Where a student pursues a programme of study comprising a schedule of intensive study periods interspersed with periods of independent study, practical experience or industrial training.
<b>Module</b>	Modules are the building blocks of courses. A module is a discrete, self-contained element of study, which has defined learning outcomes and for which credit is awarded for meeting those learning outcomes.
<b>Module registration</b>	The process of joining a module. Registration refers to the relationship between a student and his/her modules.
<b>Option module</b>	A module in which students may be offered the opportunity to study in accordance with the relevant course specific regulations.
<b>Pass</b>	The pass mark for all undergraduate level modules is 40%; with at least 30% in the final assessment and any qualifying marks and/or sets achieved.  The pass mark for all postgraduate level modules is 50%; with any qualifying marks and/or sets achieved.
<b>Pre-requisite</b>	A course specific requirement that students receive credit for a module in order to register for one or more subsequent specified modules in a related subject.
<b>Programme</b>	The approved set of modules derived from a validated course

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	scheme for which a student registers in order to obtain a specified award of the University.
<b>Progression</b>	The point within a course where a student must meet certain requirements (obtain a required number of credits, at the required level) in order to progress to the next Level of the course.
<b>Qualifying mark</b>	The minimum mark required in any element of assessment, or group of assessments known as a 'set'. A qualifying mark is required in addition to achieving the module pass requirements.
<b>Undergraduate Re-assessment/ Referral</b>	Reassessment, without attendance, of failed assessment components.
<b>Postgraduate Re-assessment/ Referral</b>	The option of being re-assessed in all or specified parts of a module, which may be offered by a Subject Board to students who have achieved: <ul style="list-style-type: none"> <li>i. an overall mark of 40% in modules at Credit Level 7 but fail to achieve an overall pass.</li> </ul>
<b>Re-attempt/Re-take</b>	Reassessment of a whole module, with attendance, usually the following academic year, including assessment components previously passed.
<b>Student module profile</b>	Students can access a student module profile via SRSWeb. This shows the module(s) for which they are registered, module results for modules which they have attempted and re-assessment opportunities, where applicable; as well as results for previous academic sessions.
<b>Subject set</b>	A group of modules which have been designated as the core or option modules for a named Joint, Major or Minor Degree in a specified subject.
<b>Transcript</b>	Issued upon completion of a course, it is the University's formal record of achievement of modules passed or condoned, percentage marks and total number of credits awarded to a student. It also confirms the level, title and classification of the final award.
<b>Undergraduate academic calendar</b>	The schedule of learning, teaching, assessment and administrative activities approved by Academic Council.
<b>University</b>	The University of Westminster
<b>University validation procedures</b>	The arrangements for the validation, re-validation, review and modification of University of Westminster programmes of study as described in the University of Westminster Quality Assurance and Enhancement Handbook.
<b>Westminster elective</b>	A module which shall normally be designed and approved specifically to underpin the University of Westminster's educational mission and priorities and be made available to undergraduate students without restriction.

## Part 8: Appendices

### Appendix A: Undergraduate Award Requirements Pre-2010/11

#### Condoned credit

The definition and regulation for awarding condoned credit significantly changed in 2010/11 as outlined in regulation 17.92 (Section 17 Level 6 Students and Level 5 Architecture and Interior Architecture Students) and has been adopted over a period of three academic years (2010/11 to 2012/13). However students who commenced studies prior to 2010/11, are part-time, module retrievers, or resuming studies after a period of suspension remain eligible for condoned credit under the pre-2010/11 regulations as outline in A17.1 below.

It is the students' responsibility to ensure that they are familiar with the correct regulation relating to their level of study.

#### Condoned credit

- A17.1 a) Where a student fails to achieve an overall pass, but has been offered and attempted a referral opportunity(s) and achieved an overall mark of at least 30% in a module at Levels 6, the Referral Subject Board may decide at its discretion to award a condoned credit.

Note: The awarding of a condoned credit will only be considered by a Referral Subject Board, by which point the student will have had the opportunity to attempt the assessment twice. In such cases the recorded module mark will be 39%.

- b) A student may only be awarded a condoned credit at the Referral Subject Board, where applicable, on the condition that the referral opportunity(s), as offered to the student, has been attempted.

Note: Where a student has not attempted the referral opportunity(s) as offered by a Subject Board the student will not be eligible for a condoned credit and be expected to retake the module in question.

- c) A student may be awarded condoned credit for no more than 15 credits at each of levels 3, 4, 5 and 6 within a programme of study. Modules with condoned credit awarded in addition to this must be retrieved in order to be eligible for the specified award.

Condoned credit will count towards any credit limits for specified awards.

#### Award requirements

The award requirements detailed within this appendix are specifically for students who commenced studies at **prior to 2010/11 only** and who are now eligible to complete their studies with an award. All students who commenced studies at Level 3 and Level 4 in 2010/11 and thereafter, are governed by the award regulations detailed within Section 17 of the 2011 Handbook of Academic Regulations.

#### General

- A17.2 a) When a student achieves the specified combination of credits for his/her recorded final qualification aim, that award will be conferred and there will be no further opportunities to improve the classification of the award by taking additional credits;
- b) Where a student is no longer able to complete the recorded target qualification aim, the Conferment Board will award the highest intermediate award which the student is eligible to receive.
- c) A student will normally be entitled to receive not more than one award from a programme within the undergraduate modular framework

- d) The title of award conferred will be determined by university regulations, course specific regulations and the programme pursued by the student, and may differ from the title of award when the student first enrolled.

**Award of a Foundation Certificate (CertFS)**

- A17.3 a) To be eligible for the award of a Foundation Certificate , a student must have:
- i. obtained at least 120 credits at Credit Level 3 or higher including no more than 15 condoned credits; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Foundation Certificate with Merit** to a student whose marks average at least 60% across the best 105 credits;
  - ii. a **Foundation Certificate with Distinction** to a student whose marks average at least 70% across the best 105 credits.

**Award of a Certificate**

- A17.4 a) To be eligible for the award of a Certificate a student must have:
- i. obtained a minimum of 45 credits at Credit Level 4 or higher, and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Certificate with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Certificate with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Certificate in Education (CertEd)**

- A17.5 a) To be eligible for the award of a Certificate in Education , a student must have:
- i. obtained a minimum of 120 credits at Credit Level 4 or higher including no more than 15 condoned credits; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Certificate in Education with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Certificate in Education with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Certificate in Education (CertEd) (Diploma in Teaching in the Lifelong Learning Sector)**

- A17.6 a) To be eligible for the award of a Certificate in Education , a student must have:
- i. obtained a minimum of 120 credits at Credit Level 4 or higher, including a minimum of 60 credits at Level 5 or higher; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector)with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Certificate of Higher Education (CertHE)**

- A17.7 a) To be eligible for the award of a Certificate of Higher Education , a student must have:
- i. obtained at least 120 credits at Credit Level 4 or higher including no more than 15 condoned credits; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Certificate of Higher Education with Merit** to a student whose marks average at least 60% across the best 105 credits;
  - ii. a **Certificate of Higher Education with Distinction** to a student whose marks average at least 70% across the best 105 credits.

**Award of Certificate of Special Study**

- A17.8 a) To be eligible for the award of a Certificate in Special Study a student must have:
- i. obtained a minimum of 15 credits at Credit Level 4 or higher, and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Certificate of Special Study with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a Certificate of Special Study with Distinction to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Certificate in Special Study in Lifelong Learning**

- A17.9 a) To be eligible for the award of a Certificate in Special Study in Lifelong Learning a student must have:
- i. obtained a minimum of 60 credits at Credit Level 4 or higher, and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Certificate in Special Study in Lifelong Learning with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Certificate in Special Study in Lifelong Learning with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Diploma**

- A17.10 a) To be eligible for the award of a Diploma a student must have:
- i. obtained a minimum of 90 credits at Credit Level 4 or higher, and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Diploma with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Diploma with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Diploma of Special Study**

- A17.11 a) To be eligible for the award of a Diploma of Special Study a student must have:
- i. obtained a minimum of 30 credits at Credit Level 4 or higher, and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a Diploma of Special Study with Merit to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a Diploma of Special Study with Distinction to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Diploma of Higher Education (DipHE)**

- A17.12 a) To be eligible for the award of a Diploma of Higher Education, a student must have:
- i. obtained at least 240 credits including:
    - a minimum of 120 credits at Level 4 or higher, of which no more than 15 credits shall be condoned; and
    - a minimum of 120 credits at Level 5 or higher, of which no more than 15 credits shall be condoned; and

- ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
  - i. a **Diploma of Higher Education with Merit** to a student whose marks average at least 60% across the best 105 credits at Credit Level 5 or higher;
  - ii. a **Diploma of Higher Education with Distinction** to a student whose marks average at least 70% across the best 105 credits at Credit Level 5 or higher.

#### **Award of a Foundation Degree (Fd)**

- A17.13 a) To be eligible for the award of a Foundation Degree , a student must have:
- i. obtained at least 240 credits including:
    - a minimum of 30 credits at Level Three or higher, of which no more than 15 credits shall be condoned; and
    - a minimum of 90 credits at Level Four or higher, of which no more than 15 credits shall be condoned; and
    - a minimum of 120 credits at Level Five or higher, of which no more than 15 credits shall be condoned; and
  - ii. satisfied the requirements contained within any course specific regulations for the Relevant Course Scheme; and
  - iii. attempted modules worth no more than 165 credits at Credit Level 5 or above.
  - b) The University may award:
    - i. a **Foundation Degree with Merit** to a student whose marks average at least 60% across the best 105 credits at Credit Level 5 or higher;
    - ii. a **Foundation Degree with Distinction** to a student whose marks average at least 70% across the best 105 credits at Credit Level 5 or higher.

#### **Award of a Non-Honours Degree**

- A17.14 a) To be eligible for the award of a Non-Honours Degree, a student must have:
- i. obtained at least 300 credits including:
    - a minimum of 120 credits at Level 4 or higher, of which no more than 15 shall be condoned; and
    - a minimum of 120 credits at Level 5 or higher, of which no more than 15 credits shall be condoned; and
    - a minimum of 60 credits at Level 6 or higher.
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
  - b) To be eligible for the award of a **Joint Non-Honours Degree**, a student must additionally have obtained a minimum of 75 credits in each set at Level 5 or higher, including a minimum of 30 credits in each set at Level 6 or higher.
  - c) To be eligible for the award of a **Major/Minor Non-Honours Degree**, a student must additionally have obtained:

- a minimum of 105 credits in the major set at Level 5 or higher, including a minimum of 45 credits at Level 6 or higher; and
  - a minimum of 45 credits in the minor set at Level 5 or higher, including a minimum of 15 credits at Level 6 or higher.
- d) The University may award:
- i. a **Non-Honours Degree with Merit** to a student whose marks average at least 60% across the best 150 credits at Credit Levels 5 and 6;
  - ii. a **Non-Honours Degree with Distinction** to a student whose marks average at least 70% across the best 150 credits at Credit Levels 5 and 6.

#### **Award of an Honours Degree**

- A17.15 a) To be eligible for the award of an Honours Degree, a student must have:
- i. obtained at least 360 credits including:
    - a minimum of 120 credits at Level 4 or higher, of which no more than 15 shall be condoned; and
    - a minimum of 120 credits at Level 5 or higher, of which no more than 15 shall be condoned; and
    - a minimum of 120 credits at Level 6 or higher, of which no more than 15 credits shall be condoned; and
  - ii. attempted modules with a maximum value of 330 credits at Level 5 and 6; and
  - iii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) To be eligible for the award of a **Joint Honours Degree**, a student must additionally have obtained a minimum of 90 credits in each set at Level 5 or higher, including a minimum of 45 credits in each set at Level 6 or higher.
- c) To be eligible for the award of a **Major/Minor Honours Degree**, a student must additionally have obtained:
- a minimum of 120 credits in the major set at Level 5 or higher, including a minimum of 60 credits at Level 6 or higher; and
  - a minimum of 60 credits in the minor set at Level 5 or higher, including a minimum of 30 credits at Level 6 or higher.
- d) The overall classification for an honours degree shall normally be determined as follows:
- i. Any module attempted in addition to the 360 credits required for an Honours Degree shall be excluded unless the student must pass such modules in order to achieve the named award. In this circumstance the student will be awarded the next available award;

- ii. Recommended classifications shall be calculated using the following formula:

First Class Honours:	An average of 70% or above in the best 105 credits at Credit Level 6, with an average of 60% or above in the next best 105 credits at Credit Levels 5 and 6.
Upper Second Class Honours:	An average of 60% or above in the best 105 credits at Credit Level 6, with an average of 50% or above in the next best 105 credits at Credit Levels 5 and 6.
Lower Second Class Honours:	An average of 50% or above in the best 105 credits at Credit Level 6, with an average of 40% or above in the next best 105 credits at Credit Levels 5 and 6.
Third Class Honours:	An average of 40% or above in the best 210 credits at Credit Levels 5 and 6.

- iii. The Conferment Board shall **consider** all students whose best 105 credits at Level 6 fall within one percent of the upper classification boundary for **possible** elevation to the next classification. This application of discretion by the Conferment Board may be based upon strength elsewhere within the student profile such as a work placement or final year project.

Note: Guidance regarding the criteria, against which discretion is considered and agreed at Faculty, Departmental and/or Course level, will normally be detailed within the course handbook.

- iv. The Conferment Board will use academic judgement to confirm the final award classification for each student.
- e) All Honours Degree Programmes shall make provision for the following awards:
- Certificate of Higher Education
  - Certificate of Higher Education with Distinction
  - Diploma of Higher Education
  - Diploma of Higher Education with Distinction
  - Degree
  - Degree with Distinction
  - Honours Degree

#### **Award of a Graduate Certificate**

- A17.16 a) To be eligible for the award of a Graduate Certificate, a student must have:
- a) obtained at least 60 credits including:
- a minimum of 15 credits at Level 4 or higher which may be; and
  - a minimum of 45 credits at Level 6 or higher; and
- b) satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Graduate Certificate with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Graduate Certificate with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of a Graduate Diploma**

- A17.17 a) To be eligible for the award of a Graduate Diploma , a student must have:
- i. obtained at least 120 credits including:
    - a minimum of 30 credits at Level 4 or higher, of which no more than 15 credits shall be condoned; and
    - a minimum of 90 credits at Level 6 or higher; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Graduate Diploma with Merit** to a student whose marks average at least 60% across the modules contributing to the award;
  - ii. a **Graduate Diploma with Distinction** to a student whose marks average at least 70% across the modules contributing to the award.

**Award of an Integrated Master's (MEng, MSci)**

- A17.18 a) To be eligible for the award of an Integrated Master's, a student must have:
- i. obtained at least 480 credits including:
    - a minimum of 120 credits at Level 4 or higher, of which no more than 15 shall be condoned; and
    - a minimum of 120 credits at Level 5 or higher, of which no more than 15 shall be condoned; and
    - a minimum of 120 credits at Level 6 or higher, of which no more than 15 credits shall be condoned; and
    - a minimum of 120 credits at Level 7;
  - ii. attempted modules with a maximum value of 510 credits at Levels 5, 6 and 7; and
  - iii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. an **Integrated Master's Degree with Merit** to a student whose marks average at least 60% across Credit Levels 6 and 7.
  - ii. an **Integrated Master's Degree with Distinction** to a student whose marks average at least 70% across Credit Levels 6 and 7.

**Award of a Professional Graduate Certificate of Education (PGCE) (Diploma in Teaching in the Lifelong Learning Sector)**

- A17.19 a) To be eligible for the award of a Professional Graduate Certificate of Education, a student must have:
- i. obtained at least 120 credits including:
    - a minimum of 60 credits at Credit Level 4 or higher; and
    - a minimum of 60 credits at Level 6 or higher; and
  - ii. satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.
- b) The University may award:
- i. a **Professional Graduate Certificate of Education (Diploma in Teaching in the Lifelong Learning Sector) with Merit** to a student whose marks average at least 60% across the modules contributing to the award;

a Professional Graduate Certificate in Education (Diploma in Teaching in the Lifelong Learning Sector) with Distinction to a student whose marks average at least 70% across the modules contributing to the award.

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