



Academic Regulations for Taught Programmes 2020/21

Quality and Enhancement Office

Introduction

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

The University website provides access to the Academic Handbook which contains the academic policies and procedures of the University: <https://beta.salford.ac.uk/governance-and-management/academic-handbook>

For further clarification and information on the *Regulations* please contact Alison Jones, Deputy Director, Quality and Enhancement, via email QEO@salford.ac.uk

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1 Application of the Regulations

1.1 Scope

- 1.1.1 The **Academic Regulations for Taught Programmes**, referred to here as the *Regulations*, shall apply in their entirety to all taught provision leading to credit or qualification of the University of Salford, irrespective of the site of delivery. Information regarding non-credit bearing programmes is available from Salford Languages and Salford Professional Development (ONECPD).
- 1.1.2 **Specific exceptions** may be approved to indicate where, for good reason and without detriment to academic standards, one or more *Regulation(s)* shall not apply to an individual student or programme or to a specified group of students or programmes. Exceptions to the *Regulations* may only be approved through processes approved by Senate. A record of approved exceptions to the Regulations is maintained within the Quality and Enhancement Office.
- 1.1.3 The *Regulations* in force at the time of a student's annual registration shall be those for that academic year, unless specified otherwise within the *Regulations*. When a student registers part way through an academic year, the student shall sign up for the *Regulations* for that academic year, which will remain in force throughout the student's year of study. When a student resumes study after an interruption, the student shall sign up for the *Regulations* in force at the time of resumption.
- 1.1.4 For programmes subject to the requirements of Professional, Statutory or Regulatory Bodies (PSRB), including UK Visas and Immigration (UKVI), the *Regulations* of the relevant PSRB shall take precedence over these *Regulations*, subject to approval through processes approved by Senate.¹
- 1.1.5 Specific programme regulations have been approved for the MSc/PGDip/PGCert in Geographical Information Systems, jointly delivered by the University of Salford and Manchester Metropolitan University through the UNIGIS UK network. These regulations are detailed in the approval documentation for the programmes.
- 1.1.6 The University reserves the right to make changes to the *Regulations* where they will assist in the proper delivery of education. Changes to the *Regulations* may only be approved through processes approved by Senate and will normally come into effect at the beginning of the next academic year. The University will only introduce changes during the academic year when it reasonably considers these to be in the best interests of students or where this is required by law.
- 1.1.7 Senate may approve *Regulations* if the University, because of exceptional circumstances beyond its reasonable control, is unable to apply the approved *Regulations*. The *Regulations for Exceptional Circumstances* set out modifications to the approved *Regulations* that apply to students and for the duration as determined by the Vice Chancellor (see Section 12).
- 1.1.8 The implementation of *Regulations for Exceptional Circumstances* shall not constitute a failure to apply correctly the relevant approved *Regulations* and shall therefore not of itself provide valid grounds for an academic appeal against a decision of an Assessment Board.

¹ Reference to Senate within the *Regulations* encompasses Senate and its Committees

2 Qualifications awarded by the University of Salford

2.1 Qualifications

2.1.1 Qualifications of the University shall be approved by Senate before a programme of study leading to the qualification may be approved.

2.1.2 Qualifications may only be awarded to students who have followed and successfully completed a taught programme of study approved by the University.

2.1.3 The qualifications of the University and their level within The Frameworks for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies² are set out below in Table A.

2.1.4 Table A – Qualifications of the University

FHEQ Programme Level	Title of Awards	Credit Requirement	Standard Programme Duration	Standard Full-time Pattern of Delivery
LEVEL 3 QUALIFICATIONS				
3	Foundation Certificate [FdCert]	120 credits at level 3	1 yr FT 1.5 - 2 yrs PT	1 year over two trimesters
UNDERGRADUATE QUALIFICATIONS				
4	Certificate of Higher Education [CertHE]	120 credits at level 4	1 yr FT 1.5 - 2 yrs PT	1 year over two trimesters
4	Higher National Certificate [HNC] ^a	120 credits at level 4	1 yr FT 1.5 - 2 yrs PT	1 year over two trimesters
5	Diploma of Higher Education [DipHE]	120 credits at level 4 120 credits at level 5	2 yrs FT 3 - 4 yrs PT	2 years over two trimesters each year
5	Foundation Degree Foundation Degree in Arts [FdA] Foundation Degree in Engineering [FdEng] Foundation Degree in Science [FdSc]	120 credits at level 4 120 credits at level 5	2 yrs FT 3 - 4 yrs PT	2 years over two trimesters each year
5	Higher National Diploma [HND] ^a	120 credits at level 4 120 credits at level 5	2 yrs FT 3 - 4 yrs PT	2 years over two trimesters each year

² UK Quality Code, published by the Quality Assurance Agency (QAA) at <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>

FHEQ Programme Level	Title of Awards	Credit Requirement	Standard Programme Duration	Standard Full-Time Pattern of Delivery
6	Ordinary Degree ^b Bachelor of Arts [BA] Bachelor of Business Administration [BBA] Bachelor of Engineering [BEng] Bachelor of Laws [LLB] Bachelor of Science [BSc]	120 credits at level 4 120 credits at level 5 60 credits at level 6	2.5 yrs FT 4 - 5 yrs PT	2.5 years over two trimesters each year
6	Honours Degree ^b Bachelor of Arts with Honours [BA (Hons)] Bachelor of Business Administration with Honours [BBA (Hons)] Bachelor of Engineering with Honours [BEng (Hons)] Bachelor of Laws with Honours [LLB (Hons)] Bachelor of Science with Honours [BSc (Hons)]	120 credits at level 4 120 credits at level 5 120 credits at level 6	3 yrs FT 4.5 - 6 yrs PT	3 years over 2-3 trimesters each year or 2 years over three trimesters each year
6	Top-up Honours Degree Degree designations noted as for Honours degree above	120 credits at level 6	1 yr FT	1 year over two trimesters
6	Four year Honours Degree with Placement ^b Degree designations noted as for Honours degree above	120 credits at level 4 120 credits at level 5 Additional placement credits at level 5 ^c 120 credits at level 6	4 yrs FT	4 years over two trimesters each year
6	Three year Honours Sandwich Degree ^b Degree designations noted as for Honours degree above	120 credits at level 4 120 credits at level 5* 120 credits at level 6 *including 60 credit placement	3 yrs FT	3 years over two trimesters at levels 4 and 6, three trimesters for level 5, with the placement taking place in trimesters two and three at level 5
6	Graduate Certificate [GradCert]	40 credits at level 6 20 credits at level 4, 5 or 6	0.5 yr FT 1 yr PT	0.5 year over one trimester
6	Graduate Diploma [GradDip]	100 credits at level 6 20 credits at level 4, 5 or 6	1 yr FT 1.5 - 2 yrs PT	1 year over two trimesters

FHEQ Programme Level	Title of Awards	Credit Requirement	Standard Programme Duration	Standard Full-time Pattern of Delivery
POSTGRADUATE TAUGHT QUALIFICATIONS				
7	Integrated Master's Degree ^b Master in Arts [MArts] Master of Chemistry [MChem] Master of Engineering [MEng] Master of Physics [MPhys] Master in Science [MSci]	120 credits at level 4 120 credits at level 5 120 credits at level 6 120 credits at level 7	4 yrs FT 6 - 8yrs PT	4 years over two trimesters each year
7	Postgraduate Certificate [PgCert]	60 credits at level 7	0.5 yr FT 1 yr PT	0.5 year over one trimester
7	Postgraduate Diploma [PgDip]	120 credits at level 7	1yr FT 1.5 - 2yrs PT	1 year over two trimesters
7	Taught Master's Degree ^d Master of Arts [MA] Master of Business Administration [MBA] Master of Design [MDes] Master of Enterprise [MEnt] Master of Laws [LLM] Master of Research [MRes] Master of Science [MSc]	180 credits at level 7	1 yr FT 2 - 3 yrs PT	1 year over three trimesters
7	Master of Architecture [MArch]	240 credits at level 7	2 yrs FT	2 years over 2-3 trimesters each year

POSTGRADUATE RESEARCH AWARDS				
7	Master's Degree by research ^e Master of Laws [LLM] Master of Philosophy [MPhil] Master of Research [MRes] Master of Science [MSc]	n/a		
8	Doctoral Degree by research ^e Doctor of Business Administration [DBA] Doctor of the Built Environment [DBEnv] Doctor of Construction Management [DConsMgt] Doctor of Musical Arts [DMA] Doctor of Philosophy [PhD] Doctor of Real Estate [DRealEst] Engineering Doctorate [EngD] Professional Doctorate [DProf]			
8	Higher Doctoral Degree ^e Doctor of Letters [DLitt] Doctor of Science [DSc]	n/a		
8	Honorary Doctorate ^e	Determined by Honorary Degrees Committee		

^a Qualification awarded by the University under licence from Pearson

^b May include a Foundation Certificate programme as a foundation year

^c There is notional (not academic) credit value attached to a placement, up to 600 learning hours

^d Stage 2 may comprise either one 60 credit module or 2 x 30 credit modules.

^e These are not taught qualifications but are included here in order to provide a complete list of the qualifications of the University. See separate *Academic Regulations* for Research Programmes.

2.1.5 Title of Awards

2.1.5.1 Table B – Undergraduate Awards:

Certificate of Higher Education	The title Certificate of Education (CertHE) shall be generally used for programmes that are equivalent to 120 credits at level 4 (the first year of a bachelor's degree).
Diploma of Higher Education	The title Diploma of Education (DipHE) shall be generally used for programmes that are equivalent to 240 credits (the first two years of a bachelor's degree).
Higher National Diploma/Certificate	The titles of Higher National Certificate (HNC) and Higher National Diploma (HND) are reserved for programmes which are vocational in nature, with an emphasis on skills development. These programmes are awarded by the University under licence from Pearson Education.
Foundation Degree	<p>The title of Foundation Degree in Arts (FdA) shall be generally used in programmes with a principle emphasis on art, media and design, the humanities and areas of social or business studies.</p> <p>The title of Foundation Degree in Science (FdSc) shall be generally used in programmes with a principle emphasis on technology, science or mathematics and their applications.</p> <p>The title of Foundation Degree in Engineering (FdEng) shall be reserved for programmes which provide a technologically broad education with an emphasis on engineering science and its applications.</p>
Bachelor's Degree	<p>A bachelor's degree will lead either to an award of a BA or a BSc.</p> <p>The title of Bachelor of Arts (BA) shall be generally used in art and design and the arts and humanities.</p> <p>The title of Bachelor of Science (BSc) shall be generally used in technology, science or mathematics and their applications.</p> <p>In areas where either title may be used, such as health, social or business studies, the title will be based on the curricular focus of the programme and prevailing norms across the relevant higher education sector.</p> <p>More closely defined award titles restricted to certain subjects and types of programmes are as follows:</p> <p>The title of Bachelor of Business Administration (BBA) shall be reserved for programmes which provide specialised study in commerce and business administration.</p> <p>The title Bachelor of Engineering (BEng) is reserved for programmes which provide a technologically broad education with an emphasis on engineering applications.</p> <p>The title Bachelor of Laws (LLB) is reserved for programmes of specialised study in law.</p>
Graduate Certificate/Graduate Diploma	The titles of Graduate Certificate and Diploma are reserved for programmes at level 6 which is taken by those who are already graduates. It generally helps to prepare graduates for further study at master's level by consolidating skills and knowledge.

Integrated Master's Degree	<p>Integrated master's programmes represent an extended first degree programme which include a significant element of study at level 7.</p> <p>The title of Master in Arts (MArts) shall be used in art, media and design, humanities, social sciences and in other areas of study where a more specialised title is not appropriate.</p> <p>The title Master in Sciences (MSci) shall be used in science, mathematics and other areas of study where a more specialised title is not appropriate.</p> <p>More closely defined award titles reserved for programmes which provide the skills and knowledge required in the subject for professional development in industry or research and as such are recognised by industry, professional bodies and research councils:</p> <p>The title Master of Chemistry (MChem) shall be used for programmes of specialised study in Chemistry.</p> <p>The title Master of Engineering (MEng) shall be used for programmes of specialised study in Engineering.</p> <p>The title Master of Physics (MPhys) shall be used for programmes of specialised study in Physics.</p>
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2.1.5.2 Table C - Postgraduate Taught Awards

Postgraduate Certificate/ Postgraduate Diploma	The titles of Postgraduate Certificate (PgCert) and Postgraduate Diploma (PgDip) shall be reserved for programmes that provide master's level knowledge and skills without the requirement for a dissertation/project.
Postgraduate Taught Master's Degree	<p>Taught master's degrees may lead to the award of either an MA or MSc.</p> <p>The title Master of Arts (MA) shall be generally used in art and design, the arts and humanities and areas of social or business studies.</p> <p>The title Master of Science (MSc) is generally used in technology, science or mathematics and their applications.</p> <p>In areas where either title may be used, such as health, social or business studies, the title will be based on the curricular focus of the programme and prevailing norms across the relevant higher education sector.</p> <p>More closely defined titles are restricted to certain specific areas of study as follows:</p> <p>The title Master of Business Administration (MBA) shall be reserved for programmes which focus on the general principles and functions of management and the development of management skills.</p> <p>The title of Master of Design (MDes) shall be reserved for programmes which focus on the advanced study of Design as a discipline in itself, generating practical outputs as a result of exploring themes of innovation, digital technology, strategic vision, and collaboration with wider subject specialists</p> <p>The Master of Enterprise (MEnt) shall be reserved for programmes of specialised study in enterprise and entrepreneurship.</p> <p>The title Master of Laws (LLM) shall be reserved for programmes of specialised study in law.</p> <p>The title Master of Research (MRes) shall be reserved for advanced postgraduate degrees that focus upon research through individual research project work and the development of academic research skills and techniques. Such programmes will normally prepare students for PhD study or a career in research.</p>
Specialist Postgraduate Taught Master's Degree	The title Master of Architecture (MArch) shall be reserved for programmes in the specific subject area of Architecture which provides the skills and knowledge required in the subject for professional development in industry or research and as such is recognised by industry, professional bodies and research councils.

3 Modular Framework for Taught Programmes

3.1 Modules

- 3.1.1 Each module is a self-contained block of learning with defined aims, learning outcomes and at least one component of assessment.
- 3.1.2 A module shall be designated at one of the following **levels**:
- Level 3 (Foundation level)
 - Level 4 (Certificate level)
 - Level 5 (Diploma level)
 - Level 6 (Degree level)
 - Level 7 (Postgraduate level)
- 3.1.3 The size of a module shall be measured in **credits**, where 1 credit is equivalent to 10 hours of indicative learning time. A module shall also be assigned an ECTS (European Credit Transfer System) credit value based on the equivalence of 1 ECTS credit to 2 University of Salford credits.
- 3.1.4 A module at levels 3, 4, 5 and 6 shall normally be assigned one of the following credit values:
- 20 credits
 - 40 credits
 - 60 credits
- 3.1.5 A module at level 7 shall normally be assigned one of the following credit values:
- 15 credits
 - 30 credits
 - 60 credits
- 3.1.6 All teaching, revision and assessment shall take place during the designated trimester periods. All examinations shall take place at the designated times. Teaching, revision and assessment shall be delivered according to the Academic Calendar which is organised around three trimesters of equal length.
- 3.1.7 The maximum number of summative assessment components for modules at levels 3, 4, 5 and 6 shall be as follows:

Credits	Maximum number of summative assessments
20 credit module	2
40 credit module	2
60 credit module	3

- 3.1.8 The maximum number of summative assessment components for modules at level 7 shall be as follows:

Credits	Maximum number of summative assessment(s)
15 credit module	1
30 credit module	2
60 credit module	3

3.2 Programmes

- 3.2.1 A programme shall be mapped against one or more levels, commensurate with levels within The Frameworks for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies.³
- 3.2.2 All programmes shall be delivered and assessed in English except where, in limited circumstances, the learning outcomes are explicitly related to competence in languages other than English.
- 3.2.3 Where a level of an undergraduate programme comprises more than 120 credits, it shall be divided into **stages** and the additional credit shall constitute a separate stage.
- 3.2.4 A taught master's programme shall comprise a first stage comprising 120 credits, followed by a final stage of 60 credits which shall be the master's project stage.
- 3.2.5 A programme may include a **placement**, including work experience, the credit value of which may be additional to the standard credit requirements for such a programme set out in *Regulation 2.1.4 Table A*.
- 3.2.6 A programme may include modules for which a **pass/fail grade** is given (rather than a numerical mark). The **maximum** overall credit value of modules with a pass/fail grade are:
- (a) For an Honours Degree programme:
60 credits at level 4, 60 credits at level 5 and 20 credits at level 6;
- (b) For an Integrated Master's Degree programme:
60 credits at level 4, 60 credits at level 5, zero credits at levels 6 and 7.
- 3.2.7 A programme may incorporate one or more intermediate progression points that lead to an intermediate terminating qualification (ITQ). The ITQ shall have specified learning outcomes appropriate to the level of the qualification and may only be awarded where the learning outcomes for the ITQ have been met.
- 3.2.8 An ITQ will only be awarded where a student's study for their registered qualification has been completed or terminated. Where a student has not achieved the required credits for the registered award, the Assessment Board may consider the award of an ITQ as listed below in *Regulation 3.2.8 Table D*

3.2.9 Table D – Intermediate Terminating Qualifications

Registered Qualification	ITQ	Credit Requirement for ITQ	Level Requirement
Diploma of Higher Education	Certificate of Higher Education	120	at level 4 or above
Foundation Degree	Certificate of Higher Education	120	at level 4 or above
Graduate Diploma	Graduate Certificate	60	at level 4 or above, with a minimum of 40 credits at level 6.
Ordinary Degree	Diploma of Higher Education	240	at level 4 or above of which a minimum of 120 credits are at level 5 or above
	Certificate of Higher Education	120	at level 4 or above

³ Part A of the UK Quality Code, published by the Quality Assurance Agency (QAA) at <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>

Registered Qualification	ITQ	Credit Requirement for ITQ	Level Requirement
Honours Degree	Ordinary Degree	300	at level 4 or above of which a minimum of 120 credits must be at level 5 or above plus a minimum of 60 credits at level 6
	Diploma of Higher Education	240	at level 4 or above of which a minimum of 120 credits must be at level 5 or above
	Certificate of Higher Education	120	at level 4 or above
Top-up Honours Degree	Ordinary Degree	60	at level 6
Integrated Master's Degree	Honours Degree	360	at level 4 or above of which a minimum of 120 credits must be at level 5 or above plus a minimum of 120 at level 6
	Ordinary Degree	300	at level 4 or above of which a minimum of 120 credits must be at level 5 or above plus a minimum of 60 credits at level 6
	Diploma of Higher Education	240	at level 4 or above of which a minimum of 120 credits must be at level 5 or above
	Certificate of Higher Education	120	at level 4 or above
Postgraduate Diploma	Postgraduate Certificate	60	at level 7
Taught Master's Degree	Postgraduate Diploma	120	at level 7
	Postgraduate Certificate	60	at level 7

Combined Subjects

3.2.10 The module requirements of an **honours degree** with combined subjects specified in the programme title shall follow the conventions below:

Combined Subjects <i>A and B</i>		
	Subject A	Subject B
Level 4	120 credits	
Level 5	60 credits	60 credits
Level 6	60 credits	60 credits

Combined Subjects <i>A with B</i>		
	Subject A	Subject B
Level 4	120 credits	
Level 5	80 credits	40 credits
Level 6	80 credits	40 credits

3.2.11 The module requirements of **120 credits of a taught master's degree** with combined subjects specified in the programme title shall follow the conventions below:

Combined Subjects <i>A and B</i>		
	Subject A	Subject B
Level 7	60 credits	60 credits

Combined Subjects <i>A with B</i>		
	Subject A	Subject B
Level 7	90 credits	30 credits

4 Specification and Approval of Modules and Programmes

4.1 Module and Programme Specifications

- 4.1.1 The process for the design, approval, amendment, review and withdrawal of module and programme specifications is set out in the *Programme Design, Approval, Amendment, Review and Withdrawal Policy*.
- 4.1.2 A module/programme must be approved through processes approved by Senate before it may be delivered.

4.2 Collaborative Provision

- 4.2.1 The University may enter into arrangements with another institution or organisation to deliver a programme of study leading to a qualification or credit awarded by the University, in full or in part. These arrangements shall be conducted in accordance with these *Regulations* and the *Collaborative Provision Policy and Procedures*.

5 Admission of Students

5.1 Admissions Process

- 5.1.1 The recruitment and admission of students to University programmes and stand-alone modules is governed by the *Admissions Policy*.

5.2 Entry Requirements

- 5.2.1 To be eligible for admission to a programme or stand-alone module, an applicant shall satisfy the University's General Entry Requirements and the specific entry requirement for the particular programme or stand-alone module of study, as outlined in the *Admissions Policy*. Equivalent learning from other study or experience may also meet this requirement.
- 5.2.2 All applicants must demonstrate sufficient competency in English language to be able to study successfully for the proposed award as outlined in the *Admissions Policy*.

5.3 Admission of Students with Criminal Convictions

In line with the *Applicant and Student Criminal Convictions Policy*, applicants must declare any criminal convictions (spent and/or unspent) for admission to some programmes, particularly where contact with children or vulnerable adults is involved. An additional requirement for admission may also include a check through the Disclosure and Barring Service (DBS). If any criminal convictions are placed on record after the admissions stage, a student must disclose these to the University.

5.4 Accreditation of Prior Learning

- 5.4.1 Accreditation of Prior Learning (APL) is defined as the formal recognition of prior learning gained elsewhere to enable a student to be admitted to a programme or for admission with credit whereby the credit may be counted towards the requirements for a University programme.
- 5.4.2 APL is applied to a specific qualification and may be certified (from another institution/awarding body) or experiential (drawn from life/work experience).
- 5.4.3 Credit for prior learning may be awarded if the learning outcomes from the prior learning match the learning outcomes of an identified Salford module(s). Credit for prior learning may also be awarded if the prior learning supports the achievement of the relevant programme learning outcomes but does not match exactly the specific content of modules contributing to the programme.
- 5.4.4 The maximum credit that may be awarded through APL is as follows:
- (a) the credit value of the modules for which credit is awarded through APL is no greater than two thirds of the total credit value of the qualification to which the programme leads, with the exception of integrated master's degrees (480 credits), where the maximum credit available for APL is 360 credits;
 - (b) with exception, noted in (c) below, the modules for which credit is awarded through APL are modules which comprise in part or in full the first two thirds of a programme leading to the qualification. Specifically, credit may not be awarded through APL for modules at level 6 of an honours degree programme or modules which comprise the final 60 credit stage of a master's programme (the project stage);
 - (c) Up to 60 credits at level 6 may be awarded through APL for professional modules that contribute to post-qualifying nursing programmes,

- (d) An applicant who has already gained an honours degree or an equivalent level 6 qualification may be granted up to one third exemption of the total credit value towards another equivalent or lower qualification as defined by the FHEQ;
- (e) An applicant who has already gained a taught master's or integrated master's degree may be granted up to one third of the total credit value towards another equivalent or lower qualification as defined by the FHEQ.

5.4.5 Where a student has been awarded credit via APL for a module from another institution, a module grade of pass (P), rather than a numerical grade, shall be recorded, with the exception of credit awarded for professional modules that contribute to post-qualifying nursing programmes.

6 Registration and Enrolment

6.1 Registration on Programmes

6.1.1 A student must register each academic year on their programme of study and, in doing so, comply with all conditions for registration, before they shall be permitted to undertake or continue the programme.

6.1.2 A student shall not be permitted to register on more than one full-time taught programme of study simultaneously.

6.1.3 A student shall be recorded as full-time if registered for:

An undergraduate programme comprising at least 120 credits distributed over a 12-month period as either:

- at least two trimesters each of 60 credits OR
- three trimesters each of 40 credits

A postgraduate taught programme comprising:

- one trimester of 60 credits
- at least two trimesters of 60 credits in a 12 month period
- either three trimesters of 60 credits in a 12 month period OR three trimesters of 60 credits in an 18 month period (i.e. with a one trimester break)

Anything less in terms of period of study or number of credits per trimester shall be recorded as part-time study.

6.1.4 A student may register full-time on a programme of study in accordance with the following minimum and maximum periods of registration:

Qualification	Duration
Foundation Certificate/ Certificate of HE	1 academic year minimum 3 academic years maximum
Diploma of HE	2 academic years minimum 6 academic years maximum
Higher National Certificate	1 academic year minimum 3 academic years maximum
Higher National Diploma	2 academic years minimum 6 academic years maximum
Foundation Degree	2 academic years minimum 6 academic years maximum
Honours Degree	3 academic years minimum (2 calendar years minimum for accelerated routes) (1 academic year minimum for top-up honours degree) 9 academic years maximum (including placement)
Integrated Master's Degree	4 academic years minimum, 12 academic years maximum
Graduate Certificate	1 trimester minimum 3 academic years maximum
Graduate Diploma	1 academic year minimum 3 academic years maximum
Postgraduate Certificate	1 trimester minimum 3 academic years maximum
Postgraduate Diploma	1 academic year minimum 4 academic years maximum
Taught Master's Degree	1 calendar year minimum 5 calendar years maximum
Master of Architecture	2 academic years minimum 6 academic years maximum

6.1.5 Maximum period of registration will include any interruption to study or any repeated study periods as a result of personal mitigating circumstances or academic performance.

6.2 Enrolment on Modules

6.2.1 A student shall enrol each academic year on a set of modules as defined in the programme specification before being permitted to undertake the modules.

6.2.2 A student may enrol on a stand-alone module outside of a programme.

6.2.3 A student may be permitted to transfer between modules on a programme of study up to the end of the second week of teaching.

6.3 Interruption of Study

- 6.3.1 A student may apply for an interruption in their programme of study. The period of any approved interruption shall normally be up to one year and exceptionally up to two years.
- 6.3.2 At the time a student interrupts study, the student's registration on the programme shall change and they may not have the same entitlements as fully registered students.
- 6.3.3 Interruption of study is governed by the *Student Engagement, Interruptions and Withdrawals Policy*.

6.4 Attendance and Participation

- 6.4.1 Students are required to attend all scheduled contact events, including timetabled classes, and participate in learning activities as guided by their tutors.
- 6.4.2 Minimum attendance and participation expectations and requirements may be specified at programme level and a student must satisfy these in order to remain registered on the programme.
- 6.4.3 Where a student has failed to satisfy the minimum attendance and participation expectations and requirements of their programme, the University shall have the right to cancel the student's registration with immediate effect.
- 6.4.4 Students whose registration is cancelled under 6.4.3 shall have the right of appeal against their cancelled registration in accordance with the procedure approved by Senate.
- 6.4.5 Student attendance and participation is governed by the *Student Engagement, Interruptions and Withdrawals Policy*.

7 Assessment of Modules

7.1 Assessment Procedures

- 7.1.1 Procedures relating to the assessment of, and feedback on, student performance in coursework and examinations, and to the conduct of University examinations, are set out in the *Assessment and Feedback Policy*.
- 7.1.2 Student performance in coursework and examinations shall be measured either by a numerical mark expressed as a percentage or by a pass/fail grade.
- 7.1.3 By attending or submitting any element of assessment, including examinations, a student is deemed to have declared themselves fit to undertake the assessment.
- 7.1.4 All written examinations shall be marked anonymously.

7.2 Late Submission

- 7.2.1 The University's late submission period is seven consecutive days (this includes days when the University is officially closed) following the assessment submission date.
- 7.2.2 Late submission arrangements **do not** apply to examinations or similar scheduled and timed assessment events such as presentations or performances.
- 7.2.3 In the case of a module that is awarded a numerical mark, a student who does not submit coursework by the submission deadline will have a late submission penalty applied to the component mark as set out below in 7.2.5.
- 7.2.4 In the case of a module that is awarded a pass/fail grade, a student who submits coursework during the late submission period will have no late submission penalty applied.
- 7.2.5 Where assessments are submitted in the late submission period, the following rules apply:
- If the work is no more than seven consecutive days late, and the work would otherwise be of a pass standard, then the mark for the work shall be capped at the pass mark for the component. If the mark achieved is lower than the pass mark, then no penalty will be applied.
 - If the work is no more than seven consecutive days late and graded either pass or fail, then no penalty shall be applied.
 - If the work is more than seven consecutive days late then it cannot be submitted. It will be recorded as a non-submission (NS) and no feedback will be provided.
- 7.2.6 Reasonable Adjustment Plans (see Section 6 of the *Assessment and Feedback Policy* for further information) which have assessment adjustments for submission deadlines will normally be for a period of up to seven days and not subject to penalties for late submission of assessment within the adjusted deadline. Penalties for late submission will apply after the adjusted deadline has elapsed.
- 7.2.7 Where a student has valid reasons for submitting an assessment late and has a request for Personal Mitigating Circumstances accepted through the *Personal Mitigating Circumstances Procedure*, the penalty applicable for late submission will be removed.

7.3 Personal Mitigating Circumstances

7.3.1 Where a student's ability to undertake or submit an assessment is seriously affected by personal mitigating circumstances (PMC) the student may submit a request that their PMC be taken into consideration by the University in respect of:

- i) late submission of assessed coursework; or
- ii) non-submission of assessed coursework; or
- iii) non-attendance at an examination or similar scheduled and timed assessment event.

7.3.2 The *Personal Mitigating Circumstances Procedure* shall set out the principles and requirements governing the submission of PMC requests, how such circumstances shall be considered by Schools and the effect of a student's PMC request being accepted or rejected.

7.4 Academic Misconduct

7.4.1 Any attempt by a student to gain an unfair advantage in assessment shall be deemed academic misconduct.

7.4.2 Cases of suspected academic misconduct shall be investigated in accordance with the *Academic Misconduct Procedure* or *Student Disciplinary Procedure*.

7.5 Module Mark

7.5.1 At levels 3, 4, 5 and 6 the pass mark for a module/component shall be 40%.

7.5.2 At level 7 the pass mark for a module/component shall be 50%.

7.5.3 There are two methods of calculating the module mark: **Method A**, which is used normally, and **Method B**, which is used where a student has to pass one or more of the components in order to pass the module. Any component which is graded must be passed in order to pass the module; where a module contains both marked and graded components Method B is always used.

7.5.4 Using, normally, **Method A**, the module mark shall be calculated as the weighted average of the component marks according to the weightings stated in the module specification. That is:

$$\text{module mark} = \text{sum of (component mark x weighting)}$$

7.5.5 Using, exceptionally, **Method B**, the weighted average of the component marks shall be calculated initially (NB any graded components are not included in the initial calculation). Where any marked components that must be passed have been passed and all the graded components have been passed, then the module mark shall be the weighted average of the component marks.

7.5.6 Where any marked components that must be passed have been failed or any graded components have been failed, then the module mark shall be the weighted average of the component marks, subject to the condition that the module mark shall be capped at 39% at levels 3, 4, 5 and 6, and 49% at level 7.

7.5.7 The rounding of module marks shall be applied as follows:

- (a) All calculations to derive a module mark shall be accurate to two decimal places.
- (b) The module mark shall be determined by rounding the overall decimal mark to the nearest whole number (0.50 is rounded up).
- (c) The module mark shall always be recorded and used as a whole number.

- 7.5.8 For the purposes of module mark calculation, component marks recorded as Non-Submission (NS) shall be treated as 0%. Component grades recorded as NS shall be treated as fail (F) and the module mark calculated in the normal manner.
- 7.5.9 Where a student has undertaken a period of study, as part of a programme of the University, which is assessed by another institution, the module mark(s) will normally be recorded as pass or fail, with no transfer of marks or grades, except for modules which have been incorporated and approved as an integral part of a programme for which the module mark(s) may be recorded as a percentage mark, obtained via a marks translation process aligned to the relevant marking scale (see *Assessment and Feedback Policy*).

7.6 Module Grade

- 7.6.1 A student who has undertaken a module for which all the components are graded shall be given a module grade of either: Pass (P), Fail (F) or Non-Submission (NS) that represents a summary of their performance on that module.
- 7.6.2 Where all the components have been passed the module grade shall be a pass. Otherwise, the module grade shall be a fail.
- 7.6.3 Where all the component grades are recorded as Non-Submission (NS), the module grade shall be NS. Otherwise, the component grades recorded as NS shall be treated as a fail and the module grade calculated in the normal manner.
- 7.6.4 A module grade recorded as NS shall be treated as a fail for all subsequent purposes.

7.7 Module Attempts, Reassessment and Retake

- 7.7.1 A student shall be permitted, subject to the provisions of *Regulations 7.7.1 - 7.7.18*, to:
- (a) one opportunity to take a module, which provides the first attempt of the module's assessed components;
- and
- (b) where they fail the module at the first attempt, one opportunity to be reassessed in the failed component(s) of a module at a time specified by the University;
- and, subject to the payment of the appropriate fee,
- (c) where they fail the module after reassessment, one opportunity to retake the module.
- 7.7.2 In addition to 7.7.1 above, a student can be offered an in-year retrieval assessment opportunity at levels 3 and 4, subject to specific programme requirements. If successful, the revised component mark will be capped at 40% (see *Assessment and Feedback Policy*).
- 7.7.3 A student who has failed a module which forms part or the whole of the project stage of a taught master's degree (60 credits) shall be permitted one reassessment opportunity only and shall not be permitted to retake the module.
- 7.7.4 A student who has failed a placement module whose credit value is additional to the standard credit requirements for the award being studied (see *Regulation 2.1.4*) shall be permitted one reassessment opportunity only and shall not be permitted to retake the module.
- 7.7.5 Notwithstanding their failure of the placement module, a student, who has accumulated the credits for progression to the next level or stage of the programme, shall be permitted to progress on a non-placement version of the programme, with

the exception of degree programmes which incorporate a mandatory placement module as this is a core requirement of the programme.

- 7.7.6 A student who has failed the placement module within a three-year sandwich honours degree programme shall be permitted one reassessment opportunity only and shall not be permitted to retake the module. A student who does not pass the placement module at reassessment may transfer to a designated non-placement programme. A student who transfers to the designated non-placement programme after failing the placement reassessment shall undertake replacement level 5 modules as a third and final retake opportunity to progress to level 6.
- 7.7.7 Where a student has, at their first attempt, failed one or more modules undertaken as part of a period of study abroad and the arrangements of the hosting institution for reassessment of the module(s) do not align with the University's calendar, the student shall be permitted to undertake their retake opportunity with new replacement modules delivered by the University prior to their reassessment opportunity.
- 7.7.8 Where a student has been permitted reassessment in a failed component the maximum mark awarded for that component will be capped at the pass mark: 40% for levels 3, 4, 5, and 6 and 50% for level 7.
- 7.7.9 Where the module does not require the student to pass each component of assessment (Method A) and the module is failed if, following re-assessment, the capping of the component mark prevents the student from passing the module, the module mark will be capped rather than the component mark.
- 7.7.10 Where a module requires the student to pass one or more components of assessment (Method B) and a student has failed a must-pass component, the maximum mark for any re-assessed component will be the pass mark (40% for levels 3, 4, 5, and 6 and 50% for level 7). This mark will contribute to the overall module mark.
- 7.7.11 If upon reassessment the original component mark and the reassessed component mark are both under the pass mark, the higher of the two marks will be used in any subsequent module mark calculation.
- 7.7.12 Where a student has been reassessed on a graded module, a new component grade shall be given for each component that was failed. The module grade shall be determined from the components passed at first attempt and the new grades for the reassessed components.
- 7.7.13 A student may be required to undertake an alternative module if the original module is no longer available for the purposes of a retake attempt or may choose to undertake an alternative module deemed suitable by the University and subject to specific programme requirements. The substitute module taken, either by choice or through availability, shall be regarded as the student's retake attempt, capped the pass mark and no further assessment opportunities shall be permitted.
- 7.7.14 A student's retake of a module shall be subject to the same attendance and participation requirements as for students taking the module for the first time (see *Regulation 6.4*).
- 7.7.15 Where a student has been permitted to retake a module, the module mark shall be calculated entirely from the new component marks and grades achieved at the point of reassessment. No marks or grades obtained from previous attempts may be carried forward, even if these are higher than the attempt at retake. The module mark shall be capped at the pass mark.

- 7.7.16 Where a student has been permitted to retake a graded module, the module grade shall be calculated entirely from new component grades achieved at the point of reassessment.
- 7.7.17 A student who has passed a module shall not be permitted any further opportunity to be reassessed in any of the module's components of assessment or to retake the module, subject to the provisions of *Regulation 7.7.18*.
- 7.7.18 A student registered on a programme for which there is a higher threshold pass requirement for progression from level 3 to a route at level 4 and who has not achieved the specified level 3 pass requirement shall be permitted to be reassessed for each marked component where a mark lower than the attainment mark was achieved (including where the module has been passed) and each graded component that was failed, or to retake the module. For the purposes of progression, the module mark after reassessment or retaking shall not be capped and a weighted average of the module marks achieved following reassessment or retaking the module(s) shall be used to calculate the student's attainment mark. Where a student has been reassessed or has retaken a module, the Student Information System shall record the student's capped mark after reassessment or retake.

8 Credit, Progression and Qualifications

8.1 Award of Credit and Level Mark

8.1.1 A student who has passed a module (i.e. has achieved a module mark of at least 40% at levels 3, 4, 5 or 6 or 50% at level 7) shall be awarded the credits for that module.

8.1.2 At the end of each level, a student will be given a level mark, derived from the module marks at that level/stage of the programme, which represents a summary of the student's performance at that level/stage.

8.1.3 The level mark shall be calculated to two decimal places as the weighted average of the module marks for all the marked modules at that level of the programme. That is:

$$\text{Level mark} = (\text{sum of (module mark} \times \text{credit)}) \div (\text{credits at the level})$$

8.2 Compensation

8.2.1 Compensation refers to the mechanism by which a student who fails a module is nevertheless awarded credit for that module by the Programme Assessment Board on the grounds that the failure is marginal or offset by good performance elsewhere in their programme of study.

8.2.2 A student who has failed one or more modules shall be awarded credit for the module(s) by **compensation** if all of the following conditions have been met:

- (a) the failed module(s) are not designated as ineligible for compensation in the programme and/or module specification;
- (b) modules worth no more than 20 credits at undergraduate level and 30 credits at postgraduate level have been failed at each level;
- (c) a module mark of at least 30% at undergraduate level and 45% at postgraduate level has been achieved in the failed module(s);
- (d) none of the failed modules contains a graded component that has been failed;
- (e) modules at that level of the programme worth at least 120 credits have been undertaken;
- (f) a level mark of at least 40.00% for undergraduate modules and 50.00% for postgraduate modules has been achieved.

8.2.3 Where a student has failed a module as a consequence of academic misconduct, no compensation shall be given for that module.

8.2.4 Modules undertaken as part of the final 60 credit stage of a taught master's programme (the project stage) shall not be eligible for compensation.

8.3 Progression

8.3.1 A student who has accumulated the requisite credits for a level of a programme shall be permitted to progress to the next level of that programme, unless additional progression requirements are set out in the programme specification.

8.3.2 A student registered on a master's programme who, by the end of the 120 credit taught stage, has obtained at least 90 credits for modules within that stage shall be permitted to progress to the project stage of the programme, provided that:

- (a) 120 credits have been taken;
- (b) any failed modules within the 120 credit taught stage are not identified as a prerequisite for the project stage module(s).

Concurrent Study

- 8.3.3 Concurrent study is defined as allowing a student to register on more than one level of study at the same time, subject to the provisions of *Regulations* 8.3.4 - 8.3.9.
- 8.3.4 Where concurrent study has been approved as an inherent or necessary feature of a programme (e.g. part-time or accelerated programmes), a student shall be permitted to progress to the next level of the programme without having accumulated all the credits at the previous level if all the following conditions have been met:
- (a) the student has accumulated at least 60 credits at the previous level;
- and
- (b) the modules studied concurrently are at two adjacent levels.
- 8.3.5 A student who has started to study at the higher level may continue to study at the higher level provided the Programme Assessment Board awards all the required credits from the lower level.
- 8.3.6 A student undertaking level 3 study may only proceed to level 4 upon successful completion of 120 credits at level 3.
- 8.3.7 Concurrent study will otherwise only be permitted where:
- (a) A student has made an appeal against a decision of the Programme Assessment Board or an Academic Misconduct Hearing or the Disciplinary Panel and has been provisionally allowed to proceed to the next level pending the outcome of the appeal;
- or
- (b) A student has approved Personal Mitigating Circumstances that have prevented them from being assessed at the normal time.
- 8.3.8 Concurrent study shall be permitted under *Regulation* 8.3.4 only when the following conditions have been met:
- (a) the modules studied concurrently are at two adjacent levels;
- and
- (b) any modules from the lower level that are being assessed concurrently must be passed or compensated before the student may progress to the next level at the end of the academic year.
- 8.3.9 Where a student has an approved PMC request for either absence or non-submission relating to at least one of the assessment opportunities, a Programme Assessment Board shall determine whether the student may exceptionally progress to the next level of the programme and study concurrently in order to obtain the outstanding credits from the lower level.
- 8.3.10 Concurrent study may be permitted for PMC as set out in the *PMC Procedure* provided that:
- (a) the student has failed no more than one 20 credit module;
- and
- (b) the modules covered by the PMC are not pre-requisites for modules at the next level.

8.4 Award of Qualifications

- 8.4.1 A student who leaves a programme without accumulating the specified credits for that qualification shall be awarded the highest available **intermediate terminating qualification (ITQ)** as set out in paragraphs 3.2.6 - 3.2.8. The ITQ shall be selected from the qualifications of the University, set out in *Regulation 3.2.8*, for which the student has accumulated the required credits, provided that at least half of these credits have been accumulated during the student's registration at the University (as opposed to via APL) (see *Regulation 3.2.8 Table B*).
- 8.4.2 Where a placement module is additional to the credit requirements of a programme, as set out in the programme specification, it shall not contribute to the award of the qualification but will be recognised through the award of a Diploma in Professional Studies.⁴
- 8.4.3 If a student dies before accumulating all the specified credit for the programme on which they are registered, they shall be eligible for the **posthumous award** of that qualification by Senate, provided:
- (a) they have accumulated at least two-thirds of the credits for the qualification;
 - and
 - (b) the Programme Assessment Board, taking into account the evidence of the student's performance on their programme to date and the wishes of their immediate family, recommends the conferment of a posthumous award.
- 8.4.4 A posthumous award shall be made without classification or Distinction or Merit and the certificate shall record that the qualification was awarded posthumously.

⁴ This qualification shall not be available to students registering on a programme from the start of 2016/17

9 Classification, Distinction and Merit

9.1 Programme Mark

- 9.1.1 A student who has achieved the requisite credits required for a taught programme shall be given a programme mark that represents a summary of his or her performance on the programme, subject to the provisions of *Regulation 9.1.4*.
- 9.1.2 A module mark shall contribute towards the calculation of the programme mark if:
- the module has been approved by the University within the modular framework for taught programmes, as set out in section 3 of the *Regulations* and encompassing those programmes listed in *Regulation 3.2.23*; and
 - the module mark has been ratified.
- 9.1.3 For undergraduate programmes, where the student's lowest marked module is worth more than 20 credits, an appropriately weighted proportion of that module mark shall be factored into the calculation to reflect student achievement equivalent to 100 credits.

9.1.4 Table E – Calculation of Programme Module Mark by Qualification

Qualification	Included in the Calculation of Programme Mark	Programme Mark Calculated to 2 decimal places	Merit/Distinction Available
Foundation Certificate	120 credits at level 3	Weighted mean mark for 120 credits	No
Higher National Certificate/ Certificate of Higher Education	120 credits at level 4	Weighted mean mark of best 100 credits	Yes
Higher National Diploma/ Diploma of Higher Education	120 credits at level 4 and 120 credits at level 5	(25% x (weighted mean mark for best 100 credits at level 4)) + (75% x (weighted mean mark for best 100 credits at level 5))	Yes
Foundation Degree	120 credits at level 4 and 120 credits at level 5	(25% x (weighted mean mark for best 100 credits at level 4)) + (75% x (weighted mean mark for best 100 credits at level 5))	Yes
Top-up Honours Degree	120 credits at level 6	Weighted mean mark for 120 credits	No – see 9.2 below
Honours Degree	At least 100 credits at level 5 and 100 credits at level 6 for which module marks are given	Standard Programme Mark: (25% x (weighted mean mark for best 100 credits at level 5)) + (75% x (weighted mean mark for best 100 credits at level 6))	No – see 9.2 below
	Fewer than 100 credits at levels 5 or 6 for which module marks are given	Non-Standard Programme Mark: ((level 5 credits x level 5 mark) + (3 x level 6 credits x level 6 mark)) / (level 5 credits + (3 x level 6 credits))	No – see 9.2 below
Ordinary Degree	120 credits at 5 and a minimum of 60 credits at level 6	(level 5 credits x level 5 mark) + (3 x level 6 credits x level 6 mark) ÷	No

Qualification	Included in the Calculation of Programme Mark	Programme Mark Calculated to 2 decimal places	Merit/Distinction Available
		(level 5 credits + 3 x level 6 credits)	
Integrated Master's Degree	At least 100 credits at level 5, at least 100 credits at levels 6 and 120 credits at level 7 for which module marks are given.	Standard programme mark: (15% level 5 (best 100 credits) + 35% level 6 (best 100 credits) + 50% level 7)	No – see 9.2 below
	fewer than 100 credits at level 5 or level 6 or fewer than 120 credits at level 7 for which module marks are given shall use credits for which module marks are given	Non-Standard programme mark: ((3 x (level 5 credits x level 5 marks)) + ((7 x (level 6 x level 6 marks)) + ((10 x (level 7 credits x level 7 marks)) ÷ (3 x level 5 credits) + (7 x level 6 credits) + (10 x level 7 credits)	No – see 9.2 below
Graduate Certificate	40 credits at level 6 20 credits at level 4, 5 or 6	Weighted mean mark for 60 credits	No
Graduate Diploma	100 credits at level 6 20 credits at level 4, 5 or 6	Weighted mean mark for 120 credits	No
Postgraduate Certificate	60 credits at level 7	(sum of (module marks from best 60 credits at level 7 x credit)) ÷ 60	No
Postgraduate Diploma	120 credits at level 7	(sum of (module marks from best 120 credits at level 7 x credit)) ÷ 120	Yes
Master's Degree	180 credits at level 7	(sum of (module mark x credit)) ÷ 180)	Yes

9.2 Classification of all Honours Degrees and Integrated Master's Degrees

9.2.1 The award of an honours degree or integrated master's degree shall be classified.

9.2.2 The class of degree shall be determined by the programme mark, according to the table below:

- (i) **For new students who commenced their programme of study from 2016/17 onwards (see exceptions below):**

Minimum Programme Mark	Class of Degree
70.00%	first
60.00%	upper second
50.00%	lower second
40.00%	third

- (ii) **For existing students who commenced their programme of study prior to 2016/17 and are due to graduate in 2019/20 (including those who commenced via Foundation Year and 4 year Integrated Master's):**

Minimum Programme Mark	Class of Degree
68.50%	first
59.00%	upper second
49.50%	lower second
40.00%	third

9.3 Postgraduate Diploma with Distinction or Merit

- 9.3.1 A student who is eligible for the award of a Postgraduate Diploma may be awarded that qualification with Distinction or Merit.
- 9.3.2 A student who has achieved a programme mark of at least 70.00% shall be awarded a Postgraduate Diploma with Distinction.
- 9.3.3 A student who has not been awarded a Postgraduate Diploma with Distinction but has achieved a programme mark of at least 60.00% shall be awarded a Postgraduate Diploma with Merit.

9.4 Taught Master's Degree with Distinction or Merit

- 9.4.1 A student who is eligible for the award of a taught master's degree may be awarded that qualification with Distinction or Merit.
- 9.4.2 A student who has achieved a programme mark of at least 70.00% shall be awarded a taught master's degree with Distinction.
- 9.4.3 A student who has not been awarded a taught master's degree with Distinction but has achieved a programme mark of at least 60.00% shall be awarded a taught master's degree with Merit.

9.5 Higher National Certificates/Diplomas and Foundation Degrees with Distinction or Merit

- 9.5.1 A programme mark of at least 70.00% is recognised by the award of Distinction for Higher National Certificates/Diplomas and Foundation Degrees.
- 9.5.2 A programme mark of at least 60.00% is recognised by the award of Merit for Distinction for Higher National Certificates/Diplomas and foundation degrees.

10 Assessment Boards

10.1 Functions, Membership and Conduct of Assessment Boards

- 10.1.1 The *Assessment Boards for All Taught Programmes Policy* sets out the principles and requirements governing:
- i) the functions of Module Assessment Boards and Programme Assessment Boards;
 - ii) the membership of Module and Programme Assessment Boards;
 - iii) the conduct of Module and Programme Assessment Boards;
 - iv) requirements and procedures governing the ratification of module marks by Module Assessment Boards;
 - v) requirements and procedures governing decisions taken by Programme Assessment Boards consistent with the *Regulations*;
 - vi) the arrangements for recording and communicating to students the decisions of Assessment Boards.
- 10.1.2 All marks and other information ratified and all decisions taken by an Assessment Board shall be consistent with the *Regulations* and the *Assessment Boards for All Taught Programmes Policy*.

11 External Examiners

11.1 The Primary Role of External Examiners

11.1.1 For every programme or group of modules leading to a qualification awarded by the University there shall be at least one examiner who is external to the University whose primary role is:

- i) to verify that academic standards are appropriate for the qualification, or part thereof, which they have been appointed to examine;
- ii) to ensure national comparability of academic standards;
- iii) to ensure that the assessment process is rigorous, fair and fairly operated, in line with the University's policies and *Regulations*.

11.2 Function, Nomination, Appointment, Induction and Reporting of External Examiners

11.2.1 The *External Examining for all Taught Programmes Policy* shall set out the principles and requirements governing:

- i) the functions of an External Examiner;
- ii) the nomination, appointment and induction of External Examiners;
- iii) the preparation and submission of External Examiner reports;
- iv) the University consideration of, and responses to, External Examiner reports.

12 Exceptional Circumstances Impacting Upon Assessment Processes

- 12.1** Exceptional circumstances are defined as those which are caused by external factors beyond the University's control which may impact adversely upon assessment processes. Whilst the University remains functional, exceptional circumstances may result in a delay in the determination of awards and/or the progression of students. The University does not hold a definitive list of exceptional circumstances, but examples would include industrial action resulting in assessment boycott, disruptive natural disasters such as flooding or epidemics of infectious diseases.
- 12.2** The University will undertake preparations for an effective response to exceptional circumstances to ensure that the academic standards of its programmes and integrity of its awards are maintained and its reputation is safeguarded. As such, the University will undertake reasonable action to expedite the conferment of final awards and progression of continuing students. It is expected that the application of *Regulations for Emergency Circumstances* will be rare and reserved for extreme occasions.
- 12.3** The Vice Chancellor will make a formal declaration at the beginning on the anticipated duration and at the end of any instance of exceptional circumstances.
- 12.4** Senate is responsible for the approval of *Regulations for Exceptional Circumstances* to determine awards and progression of continuing students where the University is, because of exceptional circumstances beyond its reasonable control, unable to apply the *Regulations* as approved for an academic year. In discharging its responsibilities, Senate may determine the following action by Programme Assessment Boards:
- i) Allow modifications to be made to previously approved arrangements for the marking and moderation of assessments;
 - ii) Allow recommendations to be made for the progression of students between levels/stages and the award of qualifications based upon less than complete profile of marks/grades. Recommendations will be made to students who have completed all required assessment and, through no fault of their own, have not had all their assessments marked and/or module marks ratified.
 - iii) Delay recommendations until further information is available.
- 12.5** The Regulatory Framework outlining the progression of students and the award of qualifications under *Regulations for Exceptional Circumstances* is set out under Appendix 1.

13 Academic Appeals

13.1 Academic Appeals Procedure

13.1.1 The *Academic Appeals Procedure* shall set out:

- i) the principles and rules governing the submission by students of academic appeals against a decision of an Assessment Board;
- ii) the arrangements for considering academic appeals and determining whether these are upheld or rejected;
- iii) the status of a student during an academic appeal;
- iv) responsibility for communicating to the appellant the outcome of an academic appeal.

Appendix 1 – Regulations for Exceptional Circumstances

Preamble

1. The Academic *Regulations* for Taught Programmes provide for Senate, because of exceptional circumstances beyond the University's reasonable control, to approve *Regulations for Exceptional Circumstances* which shall set out modifications to and/or general exceptions from the approved *Regulations* which shall apply to students for whom the provisions of the Academic *Regulations* for Taught Programmes are not able to be applied due to exceptional circumstances as specified and when their use has been invoked by the Vice Chancellor (See Section 12 of the *Regulations*).
2. These *Regulations for Exceptional Circumstances* have been approved by Senate to modify previously approved arrangements for the marking and moderation of assessments and to provide a framework for Programme Assessment Boards to confirm progression of students between levels/stages and the award of qualifications for students who, having undertaken all available assessments and, through no fault of their own, do not have a full profile of ratified marks available for presentation to the Programme Assessment Boards (hereafter referred to as the "affected students").
3. Wherever possible, the provisions of the Academic *Regulations for Taught Programmes* will take precedent and every effort should be made to present ratified component and module marks to the Assessment Boards.
4. If this is not possible, and when the Vice Chancellor has invoked the use of *Regulations for Exceptional Circumstances*, Assessment Boards should apply these in making its decisions regarding progression and awards or adopt the default position that no award may be conferred at that time.
5. There will be no reduction to a student's right of appeal under the University's Academic Appeals Procedure for a review of the decision made by an Assessment Board in applying these *Regulations for Exceptional Circumstances*.

Marking and Moderation

6. Where, due to the specified exceptional circumstances, it is not possible to complete the normal requirements for the internal and external moderation of marks as outlined in the *Assessment and Feedback Policy*, unrated marks shall be submitted to the Assessment Boards for consideration, unless there are specific Professional, Statutory and Regulatory Body (PSRB) requirements that dictate otherwise.
7. Where, due to the specified exceptional circumstances, it is not possible to complete programme-specific marking arrangements, including double-marking, which are over and above standard minimum practice outlined in the *Assessment and Feedback Policy*, marks shall be submitted to the Programme Assessment Boards for consideration, unless there are specific Professional, Statutory and Regulatory Body (PSRB) requirements that dictate otherwise.
8. Where, under the provisions of 4 and/or 5 above, unrated marks are presented to the Programme Assessment Board, these shall be treated as the confirmed component / module marks and progression / award decisions will be made on this basis.

Progression of Continuing Students

9. Where, due to the specified exceptional circumstances, affected students do not have complete mark profiles in all modules, Programme Assessment Boards shall permit those affected students who have accumulated **at least two-thirds of the level/stage credits** (typically 80 credits out of a 120-credit level/stage for UG and 90 Credits for PG) to progress to the next level/stage, **except** where there are unmet Professional, Statutory and Regulatory Body (PSRB) requirements, e.g. to ensure the attainment of professional competences prior to clinical placement.

10. Affected students permitted to progress under point 7 shall be credited with a 'pass' for the remaining modules (those with incomplete marks) irrespective of any component marks. The stage average will be calculated from the marks of those modules with a complete profile of marks.
11. Affected students who have not met the criteria for progression set out in point 7 shall be required to undertake reassessment (or, where applicable after acceptance of a PMC, replacement assessment). Programme Assessment Boards should make reassessment decisions even where a student has insufficient complete modules to make a progression decision.
12. Where, due to the specified exceptional circumstances, affected students do not have complete mark profiles in 80 credits and thus the provisions of point 7 can't be applied, Programme Assessment Boards may ratify available component marks as module marks and affected students be permitted to progress to the next level if, the combination of complete module and component marks are judged to be equivalent to **2/3 of the stage assessment load**. In such circumstances, the relevant Associate Dean will provide the Chair of the relevant Board with guidance as to whether the appropriate threshold has been met.
13. Affected students permitted to progress under point 12 shall be credited with a pass for any remaining modules without marks. The stage average will be calculated from the marks of those modules used to determine progression.

Award of Qualifications and Programme Marks

14. Where, due to the specified exceptional circumstances, affected students on an undergraduate programme do not have complete marks profiles for all modules, Programme Assessment Boards shall permit affected students on the final 120 credit level/stage of an honours degree programme who have accumulated **at least two-thirds of the final level/stage credits** to be considered for a final qualification in accordance with the table below:

Table 1: Recommendations for final awards for affected students with less than 120 credits from the final level/stage of their undergraduate programme

<i>Affected student's credit and module mark profile</i>	<i>Possible recommendation</i>	<i>Factors to be considered</i>
100 credits at level 6, missing module mark for 20 credit module with component mark available for missing module.	Ratify available component mark as module mark and grant missing 20 credits if component is passed. Award honours degree with programme mark calculated in standard way.	The weighting and significance of the missing component mark to: <ul style="list-style-type: none"> • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
100 credits at level 6, missing module mark for 20 credit module with no component mark available for missing module.	Award honours degree with programme mark calculated on basis of student's best 100 credits at level 5 and level 6 (as per section 9 of the <i>Academic Regulations for Taught Programmes</i>).	The weighting and significance of the missing module mark to: <ul style="list-style-type: none"> • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?

<i>Affected student's credit and module mark profile</i>	<i>Possible recommendation</i>	<i>Factors to be considered</i>
80 credits at level 6, missing module mark for two 20 credit modules with a component mark available for each missing module.	Ratify available component marks as module marks and grant missing credits if components are passed. Award honours degree with programme mark calculated in standard way.	The weighting and significance of the missing component marks to: <ul style="list-style-type: none"> • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Are the available component marks of pass standard?
80 credits at level 6, missing module mark for a 40 credit module with a component mark available for the missing module.	Ratify available component mark as module mark and grant missing 40 credits if component is passed. Award honours degree with programme mark calculated in standard way.	The weighting and significance of the missing component mark to: <ul style="list-style-type: none"> • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard?
80 credits at level 6, missing module mark for two 20 credit modules with a component mark available for one of the two missing modules.	Award honours degree with programme mark calculated on basis of student's best 100 credits at level 5 and level 6 (as per section 9 of the <i>Academic Regulations for Taught Programmes</i>).	The weighting and significance of the missing component and module marks to: <ul style="list-style-type: none"> • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
80 credits at level 6, missing module mark for two 20 credit modules or one 40 credit module with no component mark available for the missing module(s).	No recommendation – decision deferred pending availability of missing mark(s).	

15. Where, due to the specified exceptional circumstances, affected students on a postgraduate programme do not have complete marks profiles for all modules Programme Assessment Boards shall permit affected students on a Postgraduate Diploma programme who have accumulated **90 out of the 120 credits for the PgDip stage credits** to be considered for an exit qualification in accordance with the table below.

Table 2: Recommendations for final awards for affected students with 90 credits out of the 120 credits of a Postgraduate Diploma programme

<i>Affected student's credit and module mark profile</i>	<i>Possible recommendation</i>	<i>Factors to be considered</i>
90 credits at level 7, missing module mark for 30 credit module with a component mark available for missing module.	Ratify available component mark as module mark and grant missing 30 credits if component is passed. Award PgDip with programme mark	The weighting and significance of the missing component mark to: <ul style="list-style-type: none"> • The academic integrity of the qualification. • PSRB requirements. • Employability expectations.

<i>Affected student's credit and module mark profile</i>	<i>Possible recommendation</i>	<i>Factors to be considered</i>
	calculated in standard way.	Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
90 credits at level 7, missing module mark for 30-credit module with no component mark available for missing module.	Award PgDip with programme mark calculated in from the available 90 credits.	The weighting and significance of the missing component mark to: <ul style="list-style-type: none"> • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?

16. Where, due to the specified exceptional circumstances, affected students on a postgraduate programme do not have complete marks profiles for all modules Programme Assessment Boards shall permit affected students on a master's degree programme who have accumulated **150 out of the 180 credits for the master's degree (including all 60 credits from the Project Stage)** to be considered for a final qualification in accordance with the table below:

Table 3: Recommendations for final awards for affected students with 150 credits out of the 180 credits of a master's degree programme

<i>Affected student's credit and module mark profile</i>	<i>Possible recommendation</i>	<i>Factors to be considered</i>
150 credits at level 7, missing module mark for 30 credit module within PgCert/Dip stage with a component mark available for missing module.	Ratify available component mark as module mark and grant missing 30 credits if component is passed. Award Master's Degree with programme mark calculated in standard way.	The weighting and significance of the missing component mark to: <ul style="list-style-type: none"> • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
150 credits at level 7, missing module mark for 30 credit module within PgCert/Dip stage and no component mark available for missing module.	Award master's degree with programme mark calculated in from the available 150 available credits.	The weighting and significance of the missing component mark to: <ul style="list-style-type: none"> • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
150 credits at level 7, missing module mark for 30 credit module within Project stage with a component mark available for missing module.	Ratify available component mark as module mark and grant missing 30 credits if component is passed.	The weighting and significance of the missing component mark to: <ul style="list-style-type: none"> • The academic integrity of the qualification. • PSRB requirements. • Employability expectations.

<i>Affected student's credit and module mark profile</i>	<i>Possible recommendation</i>	<i>Factors to be considered</i>
	Award master's degree with programme mark calculated in standard way	Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
150 credits at level 7, missing module mark for 30 credit module within Project stage with no component mark available for missing module.	Award PgDip ITQ – decision on award of master's degree deferred pending availability of missing mark.	

Treatment of missing marks that subsequently become available

17. Where, after the consideration of affected students under the *Regulations for Exceptional Circumstances*, missing component marks become available the original Programme Assessment Board decision should stand unless the newly available marks render an affected student eligible for a higher classification of degree than awarded under the *Regulations for Exceptional Circumstances*. Under these circumstances, the Assessment Board would reconsider the original decision and, if appropriate, the student would be issued with a new transcript and certificate.

Transcripts and Certificates

18. To avoid any disadvantage to affected students, e.g. in employability terms, through any delay in the conferment of a qualification or the production of associated certification, transcripts and certificates should be produced on the basis of decisions made in accordance with the *Regulations for Exceptional Circumstances*.

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