Academic Regulations: Taught Programmes

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Summary/ Description:

This document sets out the University's Academic Regulations as a framework of rules governing taught programmes leading to the award of its higher education qualifications. (Research degrees are addressed in the Academic Regulations: Research Degrees (QH:D1)) It defines the requirements for those programmes and is set out in two parts: the first part (Chapter I) governs the award of all qualifications; the second part provides a single chapter for each qualification for which the rules governing progression and award are different.

Chapter I addresses the:

- credit system (using the UK Credit Accumulation and Transfer Scheme)
- qualifications which the University has the power to award
- requirements for assessment and reassessment
- attendance and submission requirements

- arrangements where students are unable to meet the full requirements of assessment (for reasons of disability or mitigating circumstances) – including the role of the Mitigating Circumstances Panel
- academic and professional misconduct
- the transfer of credits and the recognition of prior learning
- marking and moderation of assessments
- Boards of Examiners (Module and Programme and the role of the external examiner in relation to each)
- Aegrotat and Posthumous awards
- opportunities for students to interrupt their studies or to fully withdraw from their programme, including with an appropriate exit award
- the notification of results and official transcripts
- award and conferment (including when the University may revoke an award)

Some of the rules and principles set out in chapter I are relevant to the design of modules and programmes (especially in relation to assessment strategies) and therefore need to be considered at the design and approval stages. The approval, amendment and withdrawal of programmes is addressed in the Code on Programme Approval (QH:C2).

The remaining chapters address the qualifications awarded by the University setting out the specific progression and award rules in each case:

- chapter II: Undergraduate Certificates and Diplomas
- chapter III: Foundation Degrees [currently a placeholder]
- chapter IV: Bachelor's degrees (includes the Ordinary degree for which there is no direct entry route)
- chapter V: PGCE
- chapter VI: Postgraduate Certificates and Diplomas
- chapter VII: Master's degrees.

The rules governing research degrees are set out in the Academic Regulations: Research Degrees (QH:D1).

The Academic Regulations establish the Board of Examiners. The Board sits as a Module Board when it is considering the marks awarded for each student module by module, and the consequences of non-attendance/submission. It sits as a Programme Board when it is considering the progression of students through the programme and to the award of the qualification when it takes the marks confirmed by the Module Boards and applies the progression rules to them (including the classification of degrees where applicable). Each Board has clearly defined powers and cannot question, review or revise the decisions of another Board. Module and Programme Boards have limited discretion - for example there is no discretion in the classification of degrees – because discretion (that is academic judgement) is exercised in the setting and moderation of assessment tasks, and the marking and moderation of student assessed work leading to the agreement of a mark which indicates the extent to which the student has met (or not met) the intended learning outcomes.

The Board of Examiners is supported by the Mitigating Circumstances Panel (MCP), which is empowered to consider applications for short extension or absence with 'good cause' (although short extensions can be delegated to Programme Coordinators) and for circumstances which have adversely affected a student's performance in an assessment. The MCP's judgement on the validity of

the application and its supporting evidence is binding on the Module and Programme Boards. A Mitigating Circumstances Panel is convened as and when required but in advance of the Module and Programme Boards.

Allegations of academic misconduct are considered by Academic Misconduct Panels (under the Code on Academic Misconduct (QH:C7)), the decisions of which, and any penalties they impose, are binding on the Module and Programme Boards.

Decisions of the Module and Programme Boards must be recorded and signed at the end of the meeting by the Chair of the Board and the external examiner(s).

Decisions of the Programme Board to award credit or a qualification (whether the final award sought or an Exit award) are subject to confirmation by Academic Board. Credits and qualifications are deemed awarded once Academic Board confirmation is given; degrees are subsequently conferred at a degree ceremony.

The roles and responsibilities, membership and procedures of:
- the Mitigating Circumstances Panel, Module and Programme Boards are set out in more detail in the Code on Boards of Examiners (QH:C9)
- external examiners are set out in the Code on External Examiners (QH:C10).

The Code on Boards of Examiners provides a series of tables illustrating the decisions which Mitigating Circumstances Panels, Module and Programme Boards are permitted to make (as set out in these Regulations) including the extent of any discretion. In each case the abbreviated result (or choice of) – to be recorded on the Official Candidate List – is indicated.

Further detail relating to assessment procedures is set out in the Code on Assessment Procedures (QH:C6) relating to the conduct of examinations and 'class-based' assessments. The arrangements for making reasonable adjustments are set out in the Code on Reasonable Adjustments (QH:E4).

Students have a right of appeal – on procedural grounds (which would include acting outside the rules set out in these Regulations) – against decisions made by the MCP, Module and Programme Boards (under the Code on Academic Appeals (QH:C11)). Where an Appeals Panel upholds a student's appeal, the decision against which the student appealed is void, and the decision may have to be remitted to the original decision-making body. Appeals Panels are not permitted to change a student's mark or degree classification, or award credit or a qualification.

Students also have the right to make a formal complaint about any aspect of the delivery of their programme and the university's services and facilities (under the Code on Complaints by Students (QH:G1)). A complaint differs from an academic appeal in that it is not a challenge to the outcome of an assessment decision and it can be about non-academic matters).

Further Guidance
See the Introduction to the Quality Handbook (QH:A1) for further guidance and explanations of:
- how the Handbook is designed to work and what it covers and does not cover
- how it is structured
- the 'external reference points' and established practice which have informed each of the Codes
- key concepts and themes
- some suggestions for further reading

- a quick guide to each Code, including definitions and things to watch out for.

Acknowledgement
While the ideas and some of the language used in this document are based on arrangements at the University of Hull and other UK universities (see the Introduction to this Quality Handbook for more information), the section on assessment feedback is particularly drawn from work developed at the University of Hull in the early/mid 2000s.

This university Code has been written in accordance with the approach approved by the University to enhance clarity involving the following terminology: must = mandatory should = advisable may = desirable. Where these terms are used they are emphasised in bold.

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INTRODUCTION

Authority

1 The Academic Quality and Standards Committee is the final arbiter of the application and interpretation of these Regulations.

2 The Academic Board is the final arbiter of whether a programme is classified as taught (and therefore subject to Section C of the Quality Handbook) or research (and therefore subject to Section D).

Scope of the Regulations

3 These Regulations apply to programmes classified by Academic Board as taught and which lead to the award of the University's higher education qualifications and is supplemented by Codes set out in the University's Quality Handbook. These Regulations and supporting Codes form part of the contract between the University and each student on a taught programme. Adherence to the rules set out in these Regulations is mandatory except where discretion is explicitly provided for.

Application to collaborative provision

4 Unless specified by the Academic Board, these Regulations apply to all taught programmes whether delivered by the University or another approved provider through a formal legal agreement.

Preamble

5 Exceptionally, the requirements of these Regulations may be varied with the approval of Academic Board following a recommendation by Academic Quality and Standards Committee only for the purpose of meeting the clear and explicit expectations of a professional, statutory or regulatory body and where there are no other means for meeting those expectations.

6 Any reference to a period of 'days' in these Regulations means University working days unless another definition is expressly stated.

CHAPTER I: ALL TAUGHT QUALIFICATIONS

Consistency and Comparability of Academic Standards

7 These Academic Regulations are the definitive statement of the academic regulatory framework leading to the award of credit and qualifications (as defined in paragraph 3) of the University. These Regulations are the principal means by which the consistency of academic standards is achieved across taught programmes of the University.

8 The University will ensure that its qualifications are comparable in standard with those conferred by institutions implementing the Framework for Higher Education Qualifications in England, Wales and Northern Ireland and with those in the European Higher Education Area.

This is achieved in particular by the appointment of external experts with relevant knowledge to its Academic Quality and Standards Committee and Academic Board, and by the appointment of independent external specialists in the approval of programmes and in the conduct of assessment at module and programme levels.

Modules and credits

Modules

9 The University defines a module as being a separately assessed unit of learning with specified learning and teaching strategy, assessment and reassessment methods and learning outcomes. All students on the same module must be assessed by the same method(s) of assessment and reassessment.

10 Details of each module which has been approved by the University, including the intended learning outcomes, arrangements for learning and teaching, and the methods of assessment and reassessment, are set out in the module descriptor published on the University's website.

Module Levels

11 A single level is assigned to each module, indicating the academic standard of that module:

Level 3	preparatory undergraduate level
Level 4	introductory undergraduate level
Level 5	intermediate undergraduate level
Level 6	advanced undergraduate level
Level 7	Master's level.

Credits

12 A credit value is assigned to each module indicating the total learning time, including assessment, which a student is expected to spend in achieving the learning outcomes associated with the module. The University uses the UK Credit Accumulation and Transfer Scheme where each credit nominally represents 10 hours of learning. Each credit equates to 0.5 credits in the European Credit and Transfer Scheme (ECTS).

Awarding credits

13 To be awarded the credits for a module, a student must have passed the assessment(s) for that module thereby indicating that the student has achieved the learning outcomes for the module.

14 The credits for a particular module cannot be awarded to a student more than once, nor can a student retake a passed module with a view to improving the mark achieved.

15 Modules which are classified as 'non compensatable' are identified as such in the relevant programme specification.

Volume of credits

16 The University offers modules of a credit value of 15, 20, and 30 credits. Master's degrees and some undergraduate degrees include a 60 credit dissertation or equivalent undertaken after completion of the taught modules.

Qualifications

Taught Qualifications awarded

17 The University awards the following higher education taught qualifications:

(a) Certificate of Higher Education (CertHE)
(b) Diploma of Higher Education (DipHE)
(c) Bachelor's Degrees with Honours
(d) Ordinary Degrees
(e) Postgraduate Certificate in Education (PGCE)
(f) Postgraduate Certificates (PGCert)
(g) Postgraduate Diplomas (PGDip)
(h) Master's Degrees

Qualification titles

18 Bachelor's degree may be awarded with one of the following titles:

Title	Approved Abbreviation
Bachelor of Arts	BA
Bachelor of Business Administration	BBA
Bachelor of Science	BSc

19 Master's degree may be awarded with one of the following titles:

Title	Approved Abbreviation
Master of Arts	MA
Master of Education	MEd
Master of Business Administration	MBA
Master of Science	MSc

Credits required for Qualifications

20 The total credit value of qualifications awarded by the University are as follows:

Qualification	FHEQ Level	Credits required	Learning Hours	Credit maxima/minima	ECTS Credits
Certificate of Higher Education	4	120	1200	120 credits at level 4	60
Diploma of Higher Education	5	240	2400	120 credits at level 4 120 credits at level 5	120
Ordinary Degree	6	300	3000	180 credits at levels 4 and 5 120 credits at levels 5 and 6 with at least 60 credits at level 6	150
Bachelor's Degree	6	360	3600	120 credits at level 4 120 credits at level 5 120 credits at level 6	180
Postgraduate Certificate of Education (PGCE)	7	60	600	60 credits at Level 7	30
Postgraduate Certificate	7	60	600	60 credits at Level 7	30
Postgraduate Diploma	7	120	1200	120 credits at Level 7	60
Master's Degree	7	180	1800	180 credits at Level 7	90

Admission

Admission to a programme leading to a University of Gibraltar qualification

21 To be admitted to a programme a student must have satisfied:

(a) the University's requirements for admission to the University and
(b) such entry requirements as are specified for the particular programme.

22 A student may not offer for a University of Gibraltar qualification, a subject in which the student has already been awarded such a qualification either from the University or another degree-awarding body wherever located.

Admission to an Ordinary degree

23 A student may not be admitted directly to an Ordinary degree programme or offer for the Ordinary degree a subject in which the student has already been awarded an Honours or Ordinary degree by the University or another degree-awarding body wherever located.

Qualifications leading to professional practice

24 Where the successful completion of a programme entitles the student to enter professional practice, a student who does not meet the requirements for successful completion under these Regulations will not be awarded a qualification the title of which implies that the student is entitled to practise that profession. The Board of Examiners must determine, in consultation with the relevant professional, statutory or regulatory body, the appropriate title for the award.

Re-admission following failure

25 Where a student is not permitted to progress to the next stage of the programme or to the award of the qualification under these Regulations, that student will not be permitted to re-apply for admission to the same or a closely related programme leading to a qualification at the same or a lower level.

Definitions

Definition of programmes

26 The University defines a programme as a specific set of core and optional modules leading to one of the University's qualifications and satisfying the criteria as to number and level of credits as defined in paragraph 20.

27 Details of each programme that has been approved by the University, including the intended learning outcomes, arrangements for learning and teaching, years of study, and constituent modules, are set out in the programme specification published on the University's website.

28 Students **must** select modules for each semester in accordance with the instructions in the specification for the programme for which they are registered.

29 Where a particular first semester module is specified as a prerequisite for a module to be taken in the following semester, then the prerequisite will be deemed to have been satisfied provided that the student has been registered for the former module and has maintained satisfactory attendance at, and submitted all assessments associated with, the module. Otherwise, to satisfy a prerequisite, the student must have been awarded the credits for the module.

Changing modules or programmes

30 A student may, within the first two weeks of the semester and subject to timetable restrictions, change a choice of optional module with the written approval of the Programme Coordinator.

31 A student may, with the permission of the Programme Coordinator for each programme transfer to another programme provided the admission requirements for that programme have been satisfied.

Assessment and Feedback

Assessment

Module assessment

32 The assessment for each module is the same for all students taking the module (apart from any reasonable adjustments approved for individual students under the Code on Reasonable Adjustments (QH:E4)).

Module descriptors

33 Students are provided with the module descriptor in advance of the module commencing and in the case of optional modules, in advance of being required to make their module choices for the next semester or year. The module descriptor details: the intended learning outcomes for the module; the methods of assessment including any components which make up the assessment; the weighting of any components; word limits for any piece of work to which a limit applies; whether any components are pass/fail; any requirements to pass specific components; and the same information for the reassessment of the module; the marking criteria applicable to the module.

Methods of assessment

34 The methods of assessment and reassessment for each module are those which are appropriate to provide students with an equal opportunity to demonstrate the extent to which they have met the intended learning outcomes for the module, and which are capable of promoting students' learning. The methods of assessment are designed for the programme as a whole to ensure that the programme intended learning outcomes can be demonstrated, and that students can learn from, and improve, their assessment performance as they progress through the programme. Programmes provide more than one opportunity to demonstrate the achievement of a programme learning outcome without there being unnecessary duplication or overlap.

35 These assessment methods are approved by the University when the programme is approved, or through subsequent approved amendments to the programme or individual modules.

36 The language of all assessment is English except for those programmes involving learning another language, where the purpose of the assessment includes testing knowledge of that language and where academic staff and the external examiner(s) are fluent in the languages being taught and assessed.

Volume of Assessment: Assessment Tariff

37 The following assessment tariff is designed to ensure that the assessment load faced by students is comparable for students taking modules of the same credit value irrespective of the programme and subject they are studying and that that load is proportionate to the credit value of the module (and therefore students are not over assessed).

38 The tariff recognises that credits relate to learning hours, rather than simply to the number of words written or length of an examination or other form of assessment. For example, modules that involve a greater proportion of independent study (e.g. dissertation modules) might reasonably be assessed by a piece of work of greater length than a taught module of

the same credit value since the latter involves class contact learning time. The tariff also recognises that fewer words do not necessarily represent less work, especially where a large amount of data have to be organised, prioritised, edited and presented. The tariff is designed, therefore, to provide parameters within which assessment tasks must be based, but module designers must still exercise their academic judgement in determining the exact extent of these tasks.

39 The tariff does not seek to constrain disciplinary requirements. For example, it may be appropriate in one subject to have a single relatively lengthy piece of written work; in another it may be appropriate to have relatively short weekly written tasks. For subjects where word length is not the primary concern (such as computer programming, Mathematics, performance and design/exhibition subjects) an equivalent approach is adopted bearing in mind the purpose of the assessment tariff. References to word lengths in the following paragraphs reflect this principle.

40 In setting word limits for coursework of any kind, the following is taken into account:

(a) the level of study - level 5 and 6 students might reasonably be expected to have the skills and experience to write at greater length than level 4 students in the same amount of study time
(b) discipline-specific requirements.

41 Each module typically comprises a **minimum** of two methods of summative assessment, taking account of the range of modules and assessment methods across the programme.

42 The assessment tariff sets the following norms for a 15 credit module:

(a) written examinations are of two or exceptionally three hours' duration taking account of the range of modules and assessment methods across the programme.
(b) a single written assignment is 3,000-5,000 words.

43 Modules of a greater number of credits should use the above norms as their starting point bearing in mind the principles set out above. For a 60 credit dissertation module, the limit should reflect the range 15,000 – 20,000 words (or equivalent).

Reassessment

44 Methods of reassessment are designed at the same time as the methods of (first) assessment for each module within the programme and examination papers, assignment titles etc are set and moderated at the same time as those for the first assessment. The methods of reassessment are normally the same as the first assessment to ensure equity between students achieving the award of credits at the first attempt compared with the second attempt.

45 Methods of reassessment reflect the principles set out above for assessment. They also take account of the timing of reassessments relative to the start of the subsequent academic year, the amount of time therefore available to students to obtain feedback on their first assessments and to prepare for the reassessments. Account is also taken of the availability of

learning resources, for example if further research has to be carried out for the reassessment (to complete a new assignment title).

46 Subject to paragraphs 88 and 379:

(a) a student has the right to be reassessed in a failed module on one occasion only.
(b) an undergraduate student may request a second reassessment in a failed module, such a request to be made in writing to the Head of School and considered by a panel, comprising the Head of School, the Registrar and the Academic Quality and Learning Manager, which may grant a second reassessment subject to
- this being unrelated to a placement
- this being not precluded by the regulations of a professional body
- no prior reassessment during the current academic year (and no subsequent reassessment permitted during the current academic year)
- only one request for a second reassessment during the programme

(c) unless the contrary is required for a very clear purpose and explicitly approved as part of the programme approval, a student is only required to be reassessed in those assessment components which have been failed.

Minimising the risk of plagiarism and other forms of academic misconduct

47 Assessments in whatever form are designed in ways which minimise the risk of plagiarism and others forms of academic misconduct. Examination questions and assignment titles (or equivalent) are not reused from year to year nor are they reused between first assessment and reassessment within a given year.

Summative and Formative assessment

48 The assessments and reassessments referred to above are those which determine whether, and to what extent, each student has met the learning outcomes for the module and can therefore be awarded the credits for the module - often referred to as 'summative' assessment.

49 Each module also provides students with the opportunity to practice assessed work (not necessarily involving the full assessment method, for example single examination questions rather than a full paper) – often referred to as 'formative assessment'. Programmes and modules are designed so that students are not faced with a method of assessment for which they have not had some practice, even if that practice is on a smaller scale.

Feedback on assessment

Assessment for learning and feedback on assessment

50 In addition to measuring student achievement, the University recognises that assessment is capable of making an important contribution to each student's learning as they progress through their programme, and helps them understand the progress they are making and how to improve that progress (often now referred to as 'assessment for learning' to contrast it with 'assessment of learning'). This demonstrates that irrespective of whether the assessment is classified as 'formative' or 'summative' (as defined above) the programme and its modules should be designed in a way which promotes student learning which complements the teaching and private study taking place within the programme.

51 Feedback recognises that learning occurs in relation to skills as well as knowledge and understanding, including the skills of undertaking the type of assessment as well as in relation to the subject being studied. For this reason, there is value in providing feedback on examinations as well as other forms of assessment.

52 Modules are designed so that students have a number of opportunities to receive feedback on their formative and summative assessed work with time to reflect on that feedback and to seek to develop their performance. Feedback is designed using a variety of approaches appropriate to the type and context of the assessment, and the subject, for example ranging from short in-class possibly whole group feedback, to written comments on a feedback sheet, or student to student assessment and feedback.

53 In designing approaches to feedback, the following principles are taken into account:

(a) students should be reminded of the learning outcomes for the module and specifically those outcomes which the assessment task is designed to test (for example, where a feedback sheet is used, restating the outcomes on the sheet)
(b) the principles on which work is being marked should be made clear to students, whether this is via learning outcomes or grading criteria
(c) strengths as well as weaknesses should be pointed out in feedback
(d) feedback should include not only areas needing improvement, but also practical ways to improve these areas (i.e. how to go about improving them)
(e) feedback should include some targets for future development (relevant at both mid- and end-module). These targets could include:

(i) general academic features/study skills
(ii) presentation, style, structure
(iii) range and use of reading
(iv) criticality
(v) focus on the question/establishment of a key and relevant question.

The timing of assessment and feedback on assessment

54 The timing of assessment and reassessment takes account of the academic year and the University's academic calendar including the dates of each semester, and any designated university-wide examination periods.

55 A key element of designing programmes and modules and their assessment methods is to determine not just when the assessments will take place but also when the feedback on assessment will be provided. Feedback can only be effective if students have time to reflect on the feedback they have received. For each year of each programme a schedule is needed which shows specifically by when each piece of feedback will be provided and how much time each student will have to act on that feedback prior to the next assessment task. The schedule also needs to demonstrate the impact on students of the total assessment load for each year of study, by indicating the timing of each assessment across the modules being taken in each semester.

Reasonable adjustments

56 The University has in place transparent procedures to ensure that no individual student or group of students are disadvantaged by the nature of the assessment task or the marking system used. Reasonable adjustments or alternative assessment arrangements will be made for students on an individual basis provided this does not compromise the validity of the assessment methods. Any alternative assessment method should be capable of assessing the same learning outcomes by alternative means.

57 Applications for reasonable adjustments and/or alternative assessment arrangements **must** be made and addressed in accordance with the procedures set out in the Code on Reasonable Adjustments (QH:E4). The University will work with each student who needs support to develop a Statement of Reasonable Adjustments (SORA) and to ensure that the Statement is implemented effectively.

Attendance and submission requirements

58 Minimum attendance and submission requirements for each programme **must** be set out in the programme or module handbook, as applicable, and notified to students before they commence the programme. Attendance includes attendance at specified types of teaching session or equivalent activity (such as a work placement or field trip) and attendance at examinations designated as compulsory (whether these are formative or summative).

59 'Submission requirements' includes assessed work which does not contribute to the formal assessment for the module ('formative' assessment) as well as work which does contribute ('summative' assessment).

Examinations

60 The dates of examinations will be published no later than eight weeks before the examination takes place. Students are responsible for ensuring that they are familiar with the dates, times and locations of their examinations.

61 Whenever possible examinations will be held in venues designated by the University as 'examination rooms' (irrespective of the primary or normal purpose of the venue), being venues which the University deems suitable in terms of the physical environment (including physical access) and suitable for ensuring the integrity of the examination. Where examinations are not held in designated rooms, for example as the assessment activity is a form of 'class-based assessment', the Programme Coordinator is responsible for ensuring that the venue is suitable for the purpose, including ensuring that any approved reasonable adjustments or alternative assessment arrangements for individual students continue to be provided. Examination and class-based assessments are conducted in accordance with the Code on Assessment Procedures (QH:C6).

Submission of other assessed work

62 Students must be advised at the beginning of each stage of the programme of the manner in which assessment work must be submitted. Where appropriate this will involve electronic

submission via the Turnitin software (the purpose and workings of which must be explained to students at the beginning of the programme).

63 Students are responsible for ensuring that they have back-up copies of any work submitted. Failure of IT equipment will not be accepted as a reason for non-submission, incomplete submission of an assessment or as an individual mitigating circumstance.

64 The physical or electronic receipt is the only acceptable proof of submission.

Legible assessments

65 Students are responsible for ensuring that assessments that are hand-written are legible unless alternative assessment arrangements have been approved in advance. Illegible work will be marked as failed unless the work is transcribed into a legible form under supervision and at the student's expense. This may delay determination of the mark.

Absence / short extensions of up to 5 days

66 A student who is unable to attend a scheduled written examination, or submit a piece of assessed work by the date set out in the examination timetable or module descriptor, may apply using the approved application form, for absence or a short extension with good cause, provided the application is made no later than 2 University working days after the date of the examination or date on which submission was due.

67 Where an application is made within the stated deadline, the Mitigating Circumstances Panel is empowered to determine whether good cause has been established, and to award the student a fresh attempt at the examination or an appropriate extension for the assessment. Decisions regarding applications for short extensions **may** be delegated to the Programme Coordinator in which case the decision made by the Programme Coordinator will be reported to the Mitigating Circumstances Panel. The Programme Coordinator **must** determine whether alternative assessment materials are required.

68 Any application made after the stated deadline will be determined by the Mitigating Circumstances Panel which will decide whether there is a compelling case for allowing the application to be considered having regard to:

(a) the reasons given by the student for the lateness of the application
(b) the risk of the student gaining, or being perceived to be gaining, an advantage through such late application.

69 Where the Mitigating Circumstances Panel determines that an application can be considered and is satisfied, by reference to the published criteria of good cause, that it should be approved, it will:

(a) in the case of a written examination, award the student a fresh attempt at the examination, or
(b) in the case of a piece of assessed work, award the student a short extension of up to 5 University working days.

70 A Programme Coordinator may defer decision on any application submitted within the deadline referred to above and seek the guidance or decision of the Mitigating Circumstances Panel where the Programme Coordinator deems this appropriate; for example, because the application involves unusual circumstances which are not obviously covered by the definition of 'good cause'.

Definition of 'good cause'

71 The following only constitute 'good cause':

(a) hospitalisation occurring at the time of the examination supported by a medical certificate issued by a qualified medical practitioner or a qualified counsellor
(b) exceptional personal circumstances
(c) bereavement of family (including attendance at funeral); a letter from an appropriate person confirming the details should be provided - a copy of the death certificate is not required
(d) being unable to get to the examination because of the failure of properly made travel arrangements beyond the student's control (corroborating evidence is required).

72 The following do not constitute good cause:

(a) getting the time/date of the examination wrong
(b) being unable to get to the examination at the right time where this was not beyond the student's control
(c) commitments caused by family/friends (e.g. a family wedding or holiday)
(d) work commitments (paid or otherwise) - students **must** be available during all of the teaching and assessment periods, including the reassessment period.

Over-length assessments

73 Where the module descriptor sets a mandatory word limit for an assessment task, over-length student work will be penalised on the basis that there is a risk that a student can gain an unfair advantage by submitting work longer than the maximum permitted.

74 The work will be penalised by the examiner stopping reading the work when they have reached the word limit +10%. Anything written after that point will be disregarded in applying the assessment criteria and determining the mark to be awarded. The application of the penalty will be notified to the student as part of the assessment feedback.

75 Unless otherwise specified in the module descriptor or rubric for the assessment task, for the purpose of calculating the word count, footnotes are included, whereas contents pages, executive summaries, tables, figures, appendices and reference lists/bibliographies are excluded.

Consequences of late/non submission or attendance

Late submission

76 A student who submits a piece of assessed work for first assessment after the published deadline for submission without approved short extension under paragraphs 65 onwards or

approved mitigating circumstances under paragraphs 92- 97, but within 2 University working days of that deadline, is entitled to receive a mark for the work not exceeding the pass mark for the module.

77 A student who submits a piece of assessed work more than two University working days after the published deadline for submission and without good cause under paragraphs 65 onwards **must** receive a mark of zero for the piece of work.

78 A student who is required to submit work for reassessment having failed at first attempt, and who submits after the published deadline for submission and without good cause **must** receive a mark of zero for the piece of work.

79 The Programme Coordinator is responsible for monitoring requests for extensions or absences to determine whether a pattern of requests indicates that a student requires other forms of support (such as an interruption of studies).

Consequences of not attending an examination

80 A student who does not attend an examination without approval in accordance with paragraphs 65 onwards **must** be awarded a mark of zero for that examination.

Exclusion from module assessments and termination of programme

81 A student who has not satisfied the attendance requirements or the deadlines for submission of assessed work (including the submission of formative assessed work) as set out in the relevant programme or module handbook may:

(a) be excluded from the assessments for the module, or
(b) have their programme terminated.

82 Exclusion and termination as set out above are both subject to the prior issue of a University Warning, and the approval of the Programme Board on the recommendation of the Programme Coordinator.

83 Where a student is excluded from the assessment for a module or modules, the student's progression within the programme will be determined by the Programme Board in accordance with the progression rules set out in these Regulations.

84 Where a student's programme is terminated, entitlement to an award will be determined by the Programme Board in accordance with the progression rules set out in these Regulations taking into account the number of credits achieved by the student at the point the programme was terminated.

85 A student has the right to appeal on procedural grounds against exclusion from assessment or the termination of their programme by lodging a formal appeal in accordance with the Code on Academic Appeals (QH:C11).

University Warnings

86 Where a student is persistently not attending classes or submitting formative or summative assessed work, the Programme Coordinator **should** meet with the student to seek to establish

the causes of this and to determine whether support can be put in place, including exploring options such as an interruption of studies. If the Programme Coordinator concludes that the defaults are solely or mainly caused by a lack of commitment on the part of the student, they should make a recommendation to the Registrar to issue a University Warning.

87 The purpose of the University Warning is to ensure that the student realises the seriousness and possible consequences of their actions and to further encourage them to seek advice and support. The University Warning will normally include a period of time within which improvements to their conduct are expected, and any such period must have expired before the Programme Coordinator can apply for exclusion or termination (under paragraph 81 onwards).

Exclusion from reassessment

88 A student who has not satisfied the attendance requirements or the deadlines for submission of assessed work (including the submission of formative assessed work) as set out in the relevant programme or module handbook and who has not achieved a pass mark for the module at first attempt, **may**, at the discretion of the Module Board, be refused permission to be reassessed in that module. Where the Module Board refuses permission the fail mark will stand and the consequences for the student's progression will be determined by the Programme Board in accordance with the progression rules set out in these Regulations.

89 In exercising its discretion, the Module Board **should** take into account the student's record of attendance and submission in the specific module and the programme as a whole. The prior issue of a University Warning is not required.

90 Where the Module Board decides to deny reassessment it **must** record its reasons for the decision in the minutes of the meeting and the student **must** be provided with a copy of those reasons with the notification of results.

91 A student has the right to appeal on procedural grounds against the denial of reassessment by lodging a formal appeal in accordance with the Code on Academic Appeals (QH:C11).

Individual mitigating circumstances

92 The University is committed to supporting students who experience legitimate personal or medical difficulties while undertaking their programme. While disabilities and long-term health problems will be addressed through the reasonable adjustments procedure (QH:E4), any student can apply for consideration of individual mitigating circumstances where they believe their ability to study/undertake assessment is being adversely affected.

Definition

93 The University defines mitigating circumstances as specific circumstances that:

(a) are unforeseen, unavoidable and exceptional circumstances, including unforeseen and unavoidable significant worsening of existing circumstances, and
(b) coincide with an assessment or occur immediately before an assessment, and
(c) seriously impair the student's performance in that assessment.

Mitigating Circumstances Panel

94 The Mitigating Circumstances Panel (Panel), is an ad hoc panel convened as required and is responsible, on behalf of Academic Board, for considering applications by students for mitigating circumstances. It reports its decisions to the Board of Examiners. The purpose of the Panel is to ensure that students' personal circumstances can be considered by as small a number of people as possible consistent with a properly informed decision being made. Each student's details which comprise an application for mitigating circumstances will not be disclosed outside the membership of the Panel other than to provide an outline indication of the nature of the circumstances (e.g. medical, family bereavement).

95 In considering the evidence submitted by the student, the Panel will have regard to the extent to which the evidence submitted confirms the claim of the student as to the circumstances. No claim based upon medical circumstances will be accepted in the absence of evidence from a medical practitioner. Such evidence will be rejected where it is not evident that the medical practitioner witnessed first-hand the medical circumstances claimed.

96 The Mitigating Circumstances Panel is empowered to make a judgement as to whether the circumstances are valid in terms of their likely impact claimed, and that they are verified by independent evidence.

Applications for Mitigating Circumstances

97 An application for mitigating circumstances will be considered by the Mitigating Circumstances Panel provided that an application is made by a student using the approved form no later than 2 University working days after the date of the examination or deadline for submission of assessed work to which the application relates.

98 Where an application is made after the deadline stated in paragraph 97, the Mitigating Circumstances Panel will decide whether there is a compelling case for allowing the application to be considered by having regard to:

(a) the reasons given by the student for the lateness of the application
(b) the risk of the student gaining, or being perceived to be gaining, an advantage through such late application.

99 Where the Mitigating Circumstances Panel determines that an application can be considered it will proceed with the application as if the application had been submitted within the deadline.

100 Where the Mitigating Circumstances Panel is satisfied that the student has submitted a valid claim for mitigating circumstances, it is empowered to make one of the following decisions as an exercise of its academic judgement:

(a) offer the student a fresh attempt at the examination or piece of assessed work
(b) where it judges that there is strong evidence that but for the mitigating circumstances the student would have passed the module, award the student a 'pass with mitigation' with an overall module mark of 40 (modules at levels 4-6) or 50 (modules at level 7)

(c) refer the matter to the relevant Programme Board with the recommendation that the circumstances be taken into account by that Board when determining final classification (where the award is one which is classified as defined in these Regulations).

101 Where a student is offered a fresh attempt they will be informed of the mark achieved in the module, notwithstanding the mitigating circumstances, and will be permitted to accept or decline the offer within 14 days of being notified of the decision. Where the student accepts the offer the mark for the original attempt will become void irrespective of any mark subsequently achieved by the student. Where the student declines the offer the mark for the original attempt will stand and no further action will be taken. All communications under this paragraph **must** be made in writing.

102 'Fresh attempt' means, in the case of a first attempt, that the student is offered a new first attempt, and in the case of a reassessment, that the student is offered a new reassessment.

103 Where a student is offered a pass with mitigation they will be informed of the mark achieved in the module, notwithstanding the mitigating circumstances. The student may waive the pass with mitigation and elect a 'fresh attempt' at the assessment(s) affected by the mitigating circumstances. Such election - which **must** be confirmed in writing by the student within 14 days of being notified of the decision - will rescind the pass with mitigation and the mark achieved following the fresh attempt will stand even if this is a fail mark.

104 A 'pass with mitigation' is entirely separate to compensation as set out in these Regulations.

Repeating a module, semester or stage

105 A student who is experiencing, or has experienced, exceptional circumstances such that the circumstances are significantly affecting, or have significantly affected, their ability to study a module, semester or the entire stage of their programme, **may** apply to the Mitigating Circumstances Panel using the approved form for permission to repeat the module, semester or the current stage of their programme.

106 Approval will only be granted where the student has demonstrated significant medical or exceptional personal circumstances affecting the period which is sought to be repeated, which are verified by independent evidence, and subject to the maximum duration for completing the programme (as defined in paragraph 220) not being exceeded. A repeat module/semester/stage is not designed to provide an option for a student who is not performing well and wants a second chance. In determining applications, the Mitigating Circumstances Panel **must** have regard to the fairness of any decision to all students as well as to the applicant.

107 Where a repeat is permitted all marks awarded and credits gained during the original attempt at the module, semester or the stage will cease to count towards the award. Where a repeat semester or stage is permitted the entire semester or stage will be repeated.

Academic and professional misconduct

Good academic practice

108 The University is committed to helping its students develop and practice the skills of good academic practice as well as developing an understanding of what it means and why it is important. This includes understanding how to acknowledge the ideas and work of others in whatever format those ideas are presented and providing that acknowledgement in a form appropriate to the method of assessment.

Academic Misconduct

109 The University takes very seriously any attempt by a student or students to cheat in any assessment task. Cheating in any form is a serious threat to the integrity of the University's qualifications and is unfair to the vast majority of students who do not cheat.

110 The University's Code on Academic Misconduct (QH:C7) sets out definitions of academic misconduct and the procedures for dealing with cases of academic misconduct.

111 Allegations of academic misconduct will be investigated, and if found proven, penalised in accordance with the University's Code on Academic Misconduct (QH:C7). Students can expect cases of extensive cheating (such as contract cheating, students colluding together to cheat, personating another) and repeated offences to result in their programme being terminated and the student being required to leave the University (subject to the right of appeal on procedural grounds).

Conduct of Examinations and Examination Offences

112 The University takes any form of misconduct in examinations very seriously, whether the misconduct is designed to benefit an individual student or to cause disadvantage to another/other students. Invigilators are responsible for managing the conduct of examinations and will issue directions to students at each stage of the examination as required and where necessary will record the details where they suspect that a student is committing an examination offence. Details of the conduct of examinations are set out in the Code on Assessment Procedures (QH:C6).

Fitness to practise

113 Students on programmes which lead to qualification to register to practise a profession which is controlled by a regulatory body are required throughout their programme to demonstrate 'fitness to practise' relating to their conduct, character and health.

114 Concerns about the fitness to practise of a student will be investigated and determined in accordance with the University's Code on Fitness to Practise (QH:C8). This includes powers to suspend or terminate a student's programme (subject to the right of appeal on procedural grounds).

Credit transfer and the recognition of prior learning

115 The University provides recognition for three types of prior learning:

(a) credit transfer: prior learning which has been completed at one or more other higher education institution(s) and awarded by another degree-awarding body which uses an academic credit framework
(b) prior certificated learning: learning for which a student has been awarded a diploma or formal statement confirming satisfactory completion of a course of study outside an academic credit framework but nevertheless at a higher education level
(c) prior experiential learning: learning derived from experience, most usually (but not exclusively) in the workplace; as such it is learning outside a formal or defined higher education programme.

General principles

Credit transfer

116 The University welcomes applications for credit transfer towards its qualifications (that is over and above credit which is relevant to meet the entry requirements for a programme) subject to the following principles, that the:

(a) learning represented by the credit to be transferred is sufficiently relevant to the University of Gibraltar programme against which the claim is being made (for example by comparison of the intended learning outcomes and module content) and of the appropriate level
(b) credit has been awarded by a degree-awarding body in the European Higher Education Area or another degree-awarding body which is officially recognised
(c) credit has not already been used towards the same level of qualification for which it is now being submitted
(d) credit was awarded by the relevant degree-awarding body within the previous five years or such shorter period as may be specified in the programme specification to meet professional, statutory or regulatory body requirements.

Prior certificated and experiential learning

117 Applications for the recognition or prior certificated and experiential learning are subject to the following principles:

(a) that the learning has not been recognised by the University or another degree-awarding body and used towards the award of a qualification of the same or higher level to which the application now relates
(b) that the learning is separate from qualifications or learning that are to be used towards demonstrating that the student meets the entry requirements for the programme
(c) that at least some of the learning has been gained within the previous five years, and that any learning which has occurred beyond those five years is still demonstrably current
(d) in the case of experiential learning, that the evidence in support of the application is sufficient, relevant, verifiable and current.

Limitations on the volume and use of credit

118 The University sets two limitations on the recognition of prior learning towards its programmes. These limitations are designed to ensure that academic credit is not being double counted (for example towards more than one award) and that each student undertakes enough of the University of Gibraltar's programme to merit being awarded a qualification of the University and therefore has enough connection with the University.

119 The two limitations are:

(a) a limit on the amount of prior learning which will be recognised towards one of the University's qualifications
(b) a minimum number of credits which **must** be achieved from the specified stage(s) of the programme through undertaking the relevant University programme.

120 Details of the limitations are set out in the Code on Credit Transfer and the Recognition of Prior Learning (QH:C4).

Approval of applications

121 Applications for credit transfer and the recognition of prior learning be determined by a Recognition Panel established by the Board of Examiners in accordance with the Code on Credit Transfer and the Recognition of Prior Learning (QH:C4).

Classification and stage weighted averages

122 Credit and prior learning transferred towards a University of Gibraltar qualification will be disregarded in calculating stage weighted averages and any classification specified in these Regulations.

Marking and moderation of assessments

123 The setting of assessment tasks and the marking of student assessed work in higher education is a matter for the academic staff of the University applying their knowledge and experience and established understandings of academic standards for higher education qualifications and their specific subject. Marking in particular involves the exercise of 'professional' or 'academic' judgement and in a number of subjects it is entirely legitimate for two examiners to disagree about the standard of a piece of work.

124 The University is committed to ensuring that its academic standards, expressed through the setting and marking of assessed work, is comparable with other universities especially those in the UK and other parts of the European Higher Education Area. The University's system for managing academic standards is designed to ensure that assessment is 'equitable, valid and reliable' (as set out the in the UK Quality Code for Higher Education (2014), chapter B6).

125 The university only uses 'criterion referenced' marking: that is where each student receives the mark merited by applying the relevant assessment criteria. It does not use 'norm referenced': that is where a limit is placed on the number of (for example) firsts that can be awarded.

126 Student assessed work **must** be awarded a mark which is a positive integer. The University uses the scale 0-100 for all assessment tasks other than those approved as 'pass/fail'. Examiners are expected, and are supported through staff development, to use the full range of the marking scale, especially in awarding very high marks for excellent work and therefore being able to differentiate levels of excellence within the first class/distinction range (70-100).

127 'Assessment tasks' are defined as all those forms of assessment, whether examination, coursework, performance, practical or oral, which contribute to the summative assessment of a module.

Anonymous marking

128 All summative assessments **should** be carried out anonymously unless the nature of assessment makes this impossible. Where anonymity is not used, the Programme Coordinator must ensure that the requirements for second marking and internal moderation are applied rigorously. Where anonymity is not practicable for a first marking, account should be taken of where it is possible to ensure that the second marking is anonymous.

129 There is no requirement for anonymity for formative assessments.

Moderation of assessment tasks

130 Summative assessment tasks **should** be designed to ensure that they enable students to demonstrate the extent to which they can meet the intended learning outcomes for the module, as well as promoting student learning and being inclusive in that they are suitable for students with a range of disabilities or special learning needs where possible. Therefore, the setting of assessment tasks, whether examination papers or other activities, are the joint responsibility of all internal examiners, overseen by the Programme Coordinator. The Programme Coordinator **must** ensure that all tasks for modules at levels 5, 6 and 7 are moderated through a meeting (whether face to face or virtual) involving all of the examiners for the year of the programme in which the assessment is taking place. Assessment tasks for modules at level 4 must also be moderated where the tasks have been set by an examiner of less than one year's experience.

131 The purpose of the moderation meeting is to ensure that the assessment tasks are 'equitable, valid and reliable', comparable with tasks for other modules at the same level, comparable with tasks set in previous years, and that there are no errors (content or typographical) or scope for misunderstandings by students. They are also designed to ensure that all rubrics are clear and complete (for example resources permitted to be used, number of questions or sections required to be answered), and that the duration of the task/deadline for submission is clear and as stated in the module descriptor.

132 The tasks to be used for reassessment in the same academic session **must** be set and moderated at the same tame as those for first assessment to ensure that a consistent approach is being adopted.

External moderation of assessment tasks

133 The external examiner is entitled to be consulted on all draft summative assessment tasks, irrespective of their format, level or stage within a programme. The precise range of tasks which the external examiner wishes to see, and the timing of the consultation, **must** be discussed with the external examiner at the commencement of each academic session. The Programme Coordinator is responsible for ensuring that internal moderation is completed before draft assessment tasks are sent to the external examiner.

134 The professional opinion of the external examiner on the validity of assessment tasks is persuasive but not binding. The Programme Coordinator has final responsibility for determining the assessment task on behalf of the Module Board. Where the Programme Coordinator acts contrary to the advice of the external examiner, the examiner **must** be informed of the reasons for this, and the Academic Quality and Learning Manager **must** be copied into any correspondence.

First marking

135 Internal examiners are appointed from University staff for the summative assessments for each module within the programme. Internal examiners are responsible for fairly evaluating each piece of student work assigned to them applying the assessment criteria for that assessment and assigning a numerical mark on the University marking scale (0-100), unless the module has been designated 'pass/fail' as set out in the module descriptor.

136 The internal examiner will provide feedback in the form agreed for the work in question (see further paragraph 50 onwards).

137 Marks awarded by the internal examiner as first marker are subject to moderation and confirmation by the Module Board and must not be disclosed to the student prior to the meeting of the Module Board.

Second marking

138 The University applies a key feature of the UK higher education system in ensuring that certain kinds of student work, or a sample thereof, are marked by more than an internal examiner, and where there are multiple examiners involved in the marking of a module/programme, a process of internal moderation takes place to ensure that all examiners have interpreted the assessment tasks and applied the assessment criteria consistently. Second marking takes a range of different forms. The Programme Coordinator is responsible for ensuring that appropriate forms are used and that these arrangements are recorded and reported to the Module and Programme Boards so that those Boards can confirm that assessment practices are sufficiently rigorous.

139 The amount of second marking required depends on the significance of the assessment, the experience of the first marker and the type of assessment concerned.

140 All summative assessment work of modules at levels 5, 6 or 7 **must** be second marked through the open second marking of a sample of the work for each assessment task comprising no less than the work of 10 students or 10% of the whole group (whichever is the larger) up to a

maximum of 25. For classes of fewer than 10 students all assessment work must be subject to second marking.

141 The sample **must** include all fails, a selection of work around any of the classification thresholds (40, 50, 60, 70) and all marks of 70 and above. Where the cohort is large enough to apply the 25 maximum, (stated in the above paragraph) the sample must include all fails and firsts even if that takes the sample over the maximum.

142 In addition, all summative assessment work marked by an internal examiner who has less than one year's marking experience at the level in question, or who is not a full member of University staff (such as a Graduate Teaching Assistant), must be open second marked by an internal examiner of greater experience.

143 Where the assessment is not readily capable of scrutiny after the event (for example performance, including seminars where part or all of the mark depends on the standard of presentation, musical performances, or the demonstration of practical skills), and the performance element constitutes more than 33% of the assessment for the module, the assessment must be marked through simultaneous independent second marking. Paragraph 140 applies to assessments where it is feasible to record the performance.

144 Where Peer Assessment is used in summative assessment, the Programme Coordinator **must** ensure that there are clear marking criteria, which are discussed with the students in advance, and that all marks awarded by students are subject to second-marking by an internal examiner and to moderation.

145 Where the assessment task is in the form of a dissertation or research project involving a member of staff acting as supervisor, where the supervisor is also an examiner for the dissertation, the work **must** be subject to full, independent and anonymous second-marking.

Definitions of second marking

146 Open second marking means that the marks awarded by the first examiner are checked and validated by the second marker, through the second marker scrutinising the work as they would a first marker, applying the assessment criteria. The second marker queries the marking only where they have concerns about the validity of the first marking, and do not replace the first marker's mark with their own.

147 Independent second marking means that at the time of carrying out the marking the second marker does not know the marks awarded by the first marker.

Moderation of marking

148 Moderation of marking is the process of ensuring that all markers involved in marking assessed work for a module have been consistent in their application of the assessment criteria, including (where applicable) consistent with the marking conducted in previous years so that academic standards (in terms of the marks awarded) are maintained over time as well as across different examiners.

149 It is also a process through which differences of academic judgement between examiners are resolved, for example in the event that the second marker does not consider the marks awarded by the first marker to be valid. Each examiner is expected to discuss their approach so that their reasoning for the marks awarded is transparent and makes clear, for example, if there are differences of interpretation or understanding of the requirements of the assessment task.

150 The Programme Coordinator is responsible for ensuring that internal moderation takes place for all modules within the programme, involving a meeting (whether face to face or virtual) involving all of the examiners for the year of the programme in which the assessment is taking place and through which agreement is reached about the marks awarded and the basis for those awards. This may in exceptional cases result in agreement that work should be re-marked, or be marked by a third internal examiner. Alternatively, it may result in requiring the sample of second marking to be increased. It may also result in agreement that the marks of all students should be scaled upwards/downwards if it is agreed that the assessment criteria have been applied too harshly/generously.

151 Where differences in marks awarded between two (or more) examiners are being reconciled, they may only be reconciled by the use of mathematical averaging where the difference in marks is less than 10% and the marks are within the same classification boundary.

152 Disagreements between internal examiners **must** not be referred to the external examiner for resolution.

153 Programme Coordinators are expected to ensure that internal examiners have used the full range of marks available to them and where marks have been awarded at or close to a classification threshold, there is clear justification for the side of the threshold on which the mark sits. The awarding of marks for an assessment task of 34, 39, 49, 59, and 69 **should** be discouraged as it indicates uncertainty on the part of the examiner as to whether the work is clearly in one classification or another.

External moderation

154 The external examiner is required to verify the appropriateness and comparability of standards and the fairness and rigour of the assessment process based on an agreed sample of student work submitted for the purposes of summative assessment. The external examiner is entitled to see all such student work. The precise output to be seen **must** be agreed between the Programme Coordinator and the external examiner in advance. Agreement is subject to the external seeing a sample from the top, middle and the bottom of the range of marks awarded within a module including all fails and all first class/distinction level work.

155 The Programme Coordinator is responsible for ensuring that internal moderation is completed before student work is sent to the external examiner.

156 Where an external examiner, on reviewing the sample of work, considers that the sample reveals evidence of significant over- or under-marking they **should** recommend to the Module Board the rescaling of the marks. The final decision remains that of the Board and **must** be applied to all student work for the assessment task in question and not just those pieces of

student output viewed by the external examiner. An external examiner may request to see a larger sample if this would help in judging the appropriateness of the marking.

157 External examiners are invited to comment on the standard of marking against the written criteria but may not seek, or be invited, to raise or lower the marks assigned to individual students.

158 External examiners **must** be advised of any case where the internal examiners have significantly disagreed over the marks awarded, for example where it has been necessary to involve a third internal examiner or where the marks for a cohort of students have been scaled up or down.

Boards of examiners

159 The Board of Examiners is appointed to exercise defined powers and responsibilities in relation to the assessment of modules and the progression of students on taught programmes on behalf of the Academic Board. The final decision on the award of credits and qualifications rests with the Academic Board.

160 The Board **should** be chaired by the Director of Academic Programmes and Research or a member of the academic team nominated by the Vice Chancellor.

161 The Board of Examiners **must** exercise separate jurisdiction as follows:

(a) when determining the award of marks for individual modules it will sit as a **Module Board** and resolve matters for each individual module in turn, without reference to a student's performance in other modules. When sitting as a Module Board it has no jurisdiction over matters reserved to a Mitigating Circumstances Panel and **must** not question, review or change any decision made by a Module Board

(b) when determining the progression of students to the next stage of the programme or to the award of the qualification it will sit as a **Programme Board**. When sitting as a Programme Board the Board has no jurisdiction over matters of the Module Board and **must** not question, review or change any decision made by a Module Board.

162 References in these Regulations and associated Codes to Module and Programme Boards **must** be read as set out in paragraphs 159 to 161.

163 The Board of Examiners also receives decisions from the Mitigating Circumstances Panel (see paragraph 92 onwards).

164 Further details of the composition and conduct of the Boards of Examiners is set out in the University's Code on Boards of Examiners (QH:C9).

Module Boards

165 The Board of Examiners will sit as a Module Board at the end of each semester and following the reassessment period to make decisions in relation to the assessment for each module taught and assessed during the semester. In the case of Master's degrees the Module Board will also sit on an appropriate date following the submission of Master's stage dissertations.

166 Each module will be considered in turn and separately.

167 The Module Board will receive the marks from the examiners for all components comprising the assessment for the module, and the final mark across the components, weighted as set out in the module descriptor.

168 The following information will also be available to the Module Board:

(a) notification of students/modules in which allegations of academic misconduct are under investigation
(b) the outcomes of any completed academic misconduct investigations and any penalties imposed
(c) any decisions of a Mitigating Circumstances Panel
(d) a report of any assessment work submitted late but without good cause, indicating work submitted within two days after the submission deadline – to which the pass mark 'cap' **must** be applied (excluding reassessed work) – and work submitted later than those two days – to which a mark of zero will be applied under paragraph 76
(e) a report of any assessment work classified by the examiner as 'overlength' for which a penalty was imposed (by disregarding the over-length element) under paragraph 74
(f) the marks awarded for any previous attempt at the module if applicable
(g) the attendance and submission record of each student
(h) the applicable assessment criteria/marking scheme or equivalent for each assessment task
(i) statistical data on the profile of marks for the module and the assessment tasks which comprise the module (including data for the previous three years where available).

169 The Module Board will defer decisions in relation to any student for whom an investigation for academic misconduct has been commenced but not yet been resolved.

170 The Board will receive a report from the examiners and from the external examiner, confirming that the assessment tasks and marks have been internally and externally moderated and that the grading criteria for the assessment components have been applied correctly.

171 In the event that the internal examiners, or the external examiner, recommend that the marking criteria have been applied too harshly or too generously, or there has been some other problem with a component of the assessment, the Board will consider whether the marks should be scaled upwards or downwards. Changes **must not** be made to individual marks in these circumstances. If marks are scaled, the Board **must** be satisfied that there is evidence that students who receive a pass mark have met the learning outcomes of the module, and that marking reflects the published assessment criteria and marking scheme. The method used for scaling marks **must** be determined by the Board.

Membership

172 Each Module Board is comprised of the Chair, the Programme Coordinator, all internal examiners for the module, and the Academic Quality and Learning Manager (as monitor and advisor). Meetings will be attended by the Registrar (or nominee) who will record the minutes of the meeting, for subsequent approval by the Chair. The minutes **must** record all decisions

made in respect of each student – other than the mark awarded – including the reasons for any decision where the exercise of discretion is involved.

173 The finalised mark for each student **must** be recorded on the Official Candidate List for each student which will be signed by the Chair and the external examiner to indicate that the List is an accurate record of the decisions made by the Board.

The role of the external examiner

174 The University appoints external examiners to programmes normally with responsibility for all modules of the programme or programmes

175 The external examiner is a member of the Board of Examiners. The role of the external examiner at module level is to verify that standards are appropriate for the level and credit value of each module and to provide independent, impartial comment on standards set and student achievement of those standards.

176 The role of external examiner also includes acting as a 'critical friend', offering constructive comment, criticism and suggestions for enhancement in the area of assessment practice. External examiners are expected to provide an independent view, informed both by practice elsewhere and by engagement with the programme team over a period. For example, external examiners may advise on issues such as: the relationships between assessment and learning outcomes; the clarity of assessment criteria and marking schemes; the information given to students about assessment; feedback given to students; factors which the subject team should consider in evaluating or improving assessment; the operation of the Module Board.

177 External examiners do not themselves mark students' assessed work. The role of the external examiner is to advise the internal examiners and Module Board and not to determine the outcomes of assessment either of individual students or groups of students.

178 External examiners may meet students, either at the time of the Board of Examiners meeting or at another time during the year. However, such meetings are to familiarise the external examiner with a programme and with the experience of students, and not to determine the outcome of assessment. External examiners must not, therefore, conduct a *viva voce* examination to determine a module mark.

179 Further information on the appointment and role of the external examiner is set out in the Code on External Examiners (QH:C10).

Final module marks

180 Module marks are weighted according to the weighting for each sub-module component set out in the module descriptor.

181 Subject to paragraph 204 all final weighted module marks are rounded to the nearest integer, with marks involving .44 and below being rounded down, and marks involving .45 and above being rounded up.

Module marks for modules at level 3-6

182 The Module Board will award a numerical mark for each module recorded on the University scale:

40 - 100	Pass
35 - 39	Compensatable
0 - 34	Fail.

183 Where the module descriptor stipulates that to pass the module a student must achieve a pass in one or more components, and the student does not pass such components, a final mark not exceeding 34 will be awarded for the module in question. Where a pass in a component is not stipulated as being required but the internal examiners determine that the student has not made a genuine attempt to pass the component, or the student has not submitted the assessment or not attended the examination, a final mark not exceeding 34 will be awarded for the module in question.

184 A mark of 40 will be awarded for all modules passed following reassessment.

185 Where a student fails a module at both first and second attempts, the higher of the two marks will be recorded and used for the purpose of any stage weighted average in these Regulations.

Module marks for modules at level 7

186 The Module Board will award a numerical mark for each module recorded on the University scale:

70 - 100	Pass with distinction
60 - 69	Pass with merit
50 - 59	Pass
45 - 49	Compensatable
0 - 44	Fail.

187 Where the module descriptor stipulates that to pass the module a student must achieve a pass in one or more components, and the student does not pass such components, a final mark not exceeding 44 will be awarded for the module in question. Where a pass in a component is not stipulated as being required but the internal examiners determine that the student has not made a genuine attempt to pass the component, or the student has not submitted the assessment or not attended the examination, a final mark not exceeding 44 will be awarded for the module in question.

188 A mark of 50 will be awarded for all modules passed following reassessment.

189 Where a student fails a module at both first and second attempts, the higher of the two marks will be recorded and used for the purpose of any stage weighted average in these Regulations.

Pass/Fail modules

190 Where the module descriptor indicates that a module is pass/fail because the assessment involves the demonstration of competency in some form of vocational or professional

practise, the Module Board will record a mark of either 'pass' or 'fail' and not return a numerical mark.

191 Where a programme includes one or more pass/fail modules, such modules will be disregarded in calculating any weighted average.

192 All placement modules are classified as pass/fail.

Programme Boards

193 The Board of Examiners will sit as a Programme Board at the end of each programme stage and following any reassessment period where progression decisions are required. Programme Boards will only sit once the business of all relevant Module Boards for the programme has been concluded.

194 The role of the Programme Board is to make decisions about the progression of students through each stage of the programme and to the award, and where the award is classified, to determine classification. All decisions are based on applying the progression rules set out in these Regulations to the marks confirmed by the Module Boards.

195 Decisions relating to the award of qualifications and any associated classification made by the Programme Board are formally recommendations to the Academic Board which will approve (or otherwise) those recommendations at the next meeting of the Academic Board.

196 The following information is provided to the Programme Board:

(a) the profile of marks for each student for the current stage, and any previous stage, of the programme as confirmed by the Module Boards, making explicit whether the marks are the result of first or second attempts, 'pass with mitigation', and/or (for previous stages) the award of compensation or any modules allowed to be taken as outstanding or repeated
(b) notification of any decisions to allow a student a new first, or a new second, attempt as a result of an application for extension/absence for good cause
(c) confirmation that individual mitigating circumstances have been taken into account and either accepted or rejected in relation to one or more modules (without the details of the circumstances)
(d) notification of any cases where the Module Board has been required to defer a decision
(e) the profile of marks from all previous stages undertaken by each student including a full record of any previous award of compensation or any modules allowed to be taken as outstanding or repeated
(f) data showing the distribution of marks and comparisons with the previous three years (where available).

197 Where a student has outstanding progression from a previous stage of the programme (for example due to outstanding fails, mitigating circumstances or academic misconduct), the Programme Board **must** resolve the right to progress from the previous **to** the current stage before considering progression **from** the current stage.

198 Decisions about progression and the consequences of non-progression will be determined in accordance with the rules set out in the Chapter of these Regulations applicable to the qualification to which the programme leads. (These decisions are illustrated in a series of tables set out in the Code on Boards of Examiners (QH:C9).

199 The Board of Examiners is not permitted to use an oral (*viva voce*) examination as a means to help it make any decision under these Regulations.

Membership

200 Each Programme Board is comprised of the Chair, the Programme Coordinator, and all internal examiners for all the modules which constitute the programme. Meetings will be attended by the Registrar (or nominee) who **must** record the minutes of the meeting, for subsequent approval by the Chair. The minutes **must** record all decisions made in respect of each student – other than the final result – including the reasons for any decision where the exercise of discretion is involved.

201 The final result for each student **must** be recorded and signed by the Chair and the external examiner to indicate that the record of decisions made by the Board is accurate.

External examiners

202 The University appoints external examiners at programme level as members of the Programme Board. The role of the external examiner at this level is to verify that the process of deciding assessment outcomes for individual students is rigorous, fairly operated, and in line with these Regulations and associated Codes.

203 When the external examiner signs the Official Candidate List this is confirmation on their part that the List is an accurate record of the decisions made by the Board, and that the business of the Board has been conducted in a fair and rigorous manner and in accordance with these Regulations. It is not a statement that the external examiner agrees (or otherwise) with any specific decisions.

Calculation of stage weighted averages

204 In calculating the weighted average mark for each stage of a degree programme each individual mark is weighted:

(a) using the mark recorded to two decimal places
(b) by the credit value of the corresponding module and the average recorded to two decimal places.

205 Within a single stage weighted average marks are rounded to the nearest integer so that a mark of .44 and below is rounded down, and a mark of .45 and above is rounded up.

206 Where a qualification is classified as set out in these Regulations, each stage weighted average relevant to classification must be recorded to two decimal places; the final weighted average for classification will be rounded as set out in the above paragraph.

207 Where a student registers for more than the number of credits specified for the stage of the programme as specified in these Regulations, the weighted average mark for the stage is calculated using the marks achieved for all modules on which the student is registered.

Aegrotat awards

Nature of Aegrotat awards

208 An Aegrotat is an award which is conferred on a student who is unable for compelling reasons (death, serious illness or other similar sufficient cause) to complete their studies now or in the foreseeable future, and for whom there are sufficient grounds to believe that had they been able to complete their studies they would have done so successfully.

209 Aegrotat awards relate to the programme for which the student was registered and to the stage of the programme the student was undertaking at the time that they became unable to continue their studies. A student unable to complete the Certificate stage of a Bachelor's degree may therefore be awarded the Certificate of Higher Education; on the Diploma stage, awarded the Diploma and so on.

210 All Aegrotat awards are unclassified. Nothing on the certificate will indicate that the award was an Aegrotat.

211 The award will normally be a named award based on the programme in question unless that is considered inappropriate taking into account the requirements of any relevant professional, statutory or regulatory body. An Aegrotat award does not necessarily entitle the holder to registration with a professional body, or be exempt from the requirements of any professional qualification which might otherwise be associated with the programme concerned unless such entitlement is confirmed by the Programme Board after consultation with the relevant professional, statutory or regulatory body.

Application and decision making process

212 An application for an Aegrotat **must** be made by the student or a person authorised to act on behalf of the student, and will be considered by the Programme Board for the programme in question. The Programme Board will make a recommendation to the Academic Board.

213 In considering the application the Programme Board, and in turn Academic Board, **must** be satisfied that:

(a) there are compelling reasons, supported by appropriate – usually medical – evidence that the student cannot continue their studies and will not be able to do so in the foreseeable future
(b) based on the student's academic record there is strong evidence that had the student been able to complete the programme, or the stage within the programme, they would have met the intended learning outcomes and satisfied the requirements set out in these Regulations for progression to the Award.

214 The Programme Board will take such advice as it deems necessary from the University's professional services and/or a suitably qualified medical practitioner designated by the University.

215 Where the Programme Board is satisfied that the conditions for the award have been satisfied, and prior to making a recommendation to Academic Board, the Programme Board will invite the student (or authorised representative) to confirm that the student wishes to receive the award. If the student elects instead to waive the Aegrotat and attempt to continue their studies, the student may not thereafter apply again for an Aegrotat award.

216 Where the Programme Board is not satisfied that the conditions for the award of the Aegrotat have been satisfied it will make the appropriate Exit award, as if the student had withdrawn, in accordance with paragraph 234 or 235.

Posthumous Awards

217 The University may award a qualification posthumously where the requirements for progression to the award set out in these Regulations have been satisfied, and the award has been requested by the deceased student's next of kin.

218 Applications will be considered by the Programme Board for the programme in question with a formal recommendation made by the Board to the Academic Board.

219 Where the deceased student had not completed their programme, the Programme Board will also consider whether an Aegrotat award, based on what the student was likely to achieve, is appropriate. The Programme Board will follow the process set out in paragraphs 212 to 216, and will seek the agreement of the student's next of kin before making a recommendation to the Academic Board.

Interruption and suspension of, and withdrawal from, studies

Maximum duration of a programme

220 Subject to any shorter period being specified in these Regulations, or being specified in a published programme specification following approval by Academic Board to meet the requirements of a professional, statutory or regulatory body, the maximum period within which a programme must be completed to be eligible for the award is twice the published duration of the programme.

221 Where a shorter period is specified to meet the requirements of a professional, statutory or regulatory body, and the student is unable to complete within that shorter period, the student may be permitted to transfer to a programme not approved by such a body and not entitling the student to the benefits accorded by recognition by such a body, with the permission of the relevant Programme Coordinator.

222 The maximum period applies to any extension to a student's studies granted under these Regulations, by way of an interruption of studies, re-enrolment following withdrawal, repeat or extension granted for academic reasons or mitigating circumstances.

Interruption of studies

223 A student may apply to interrupt their studies by making written application to the Programme Coordinator for periods not exceeding 12 months, and to the Academic Quality and Learning Manager for a longer period not exceeding two years. Any application is subject to the maximum period for the programme set out in paragraph 220.

224 An application for interruption may be made on any grounds, whether academic or personal.

225 In determining whether to approve the application, account will be taken of the stage the student has reached, including whether modules, assessments or reassessments are incomplete within a stage. The point at which the student can practically return will be determined in consultation with the student. Where there are mitigating circumstances, the application may be coupled with an application to repeat the incomplete stage in accordance with paragraph 105.

Suspension on grounds of risk

226 A student on any University module or programme, wherever located, who is judged on substantial evidence to be unfit to study by reason of posing a risk to themselves or others may be required to suspend those studies with immediate effect, even in the absence of the student's consent. A decision to suspend will be taken by the Vice Chancellor following consultation with the Director of Academic Quality and Learning, Registrar and Student Experience Office as appropriate.

227 A student who is suspended in accordance with this provision will not be regarded as a student of the University during the period of suspension and will not be entitled to use University facilities and services or be present on the University campuses.

228 If suspension occurs during a semester the student will not normally be considered to have made an attempt at any uncompleted assessments for the semester. The Programme Board will determine any consequences for the student's progression applying these Regulations.

229 Students who are suspended will normally continue their studies at the start of the following academic year or the beginning of the semester of the following year in which the suspension took place, subject to the provision of medical evidence confirming fitness to return.

230 A student has the right to appeal on procedural grounds against the decision to suspend them by lodging a formal appeal in accordance with the Code on Academic Appeals (QH:C11).

Withdrawal by a student

231 A student who wishes to withdraw from their programme prior to completion may do so by completing a withdrawal form and submitting it to the relevant Programme Coordinator.

232 A student who withdraws is entitled to an Exit award of the University according to the number of credits achieved and the qualification to which the programme related, and provided that the intended learning outcomes for the Exit award have been achieved.

233 Confirmation of the recommendation for the award will be made by the relevant Programme Board, or between meetings, by the Chair of the Board, and is subject to endorsement of the recommendation by the Academic Quality and Standards Committee and confirmation of the award by the Academic Board.

Exit awards – undergraduate qualifications

234 The following Exit awards will be awarded where a student withdraws from their programme.

(a) **Certificates of Higher Education**:

(i) the credits for all modules passed.

(b) **Diplomas of Higher Education**:

(i) with 120 or more credits, the Certificate of Higher Education
(ii) with fewer than 120 credits, the credits for all modules passed

(c) **Foundation degrees**:

(i) with 120 or more credits, the Certificate of Higher Education
(i) with fewer than 120 credits, the credits for all modules passed

(d) **Bachelor's degrees**:

(i) with 300 or more credits, the Ordinary degree
(ii) with 240 or more credits, the Diploma of Higher Education
(iii) with 120 or more credits, the Certificate of Higher Education
(iv) with fewer than 120 credits, the credits for all modules passed

Exit awards – postgraduate qualifications

235 The following Exit awards will be awarded where a student withdraws from their programme.

(a) **Postgraduate Certificates**

(i) the credits for all modules passed

(b) **Postgraduate Diplomas**

(i) with 60 or more credits, the Postgraduate Certificate
(ii) with fewer than 60 credits, the credits for all modules passed

(c) PGCE

(i) The credits for all modules passed

(d) **Master's degrees**

(i) with 120 or more credits, the Postgraduate Diploma
(ii) with 60 or more credits, the Postgraduate Certificate

(iii) with fewer than 60 credits, the credits for all modules passed

Re-enrolment

236 A student who has successfully completed a stage of a programme, withdrawn and received the applicable Exit award, is permitted to resume the programme at the next stage and continue with the aim of completing the programme provided that:

(a) the student would be able to complete the programme within the maximum period set out in paragraph 220
(b) the Programme Coordinator confirms that it is possible to resume and complete the programme given changes that may have been made to the programme since the student withdrew
(c) re-enrolment is not prohibited by a professional, statutory or regulatory body
(d) the student returns the Exit award issued to them when they withdrew from the programme

237 Where changes to the programme mean that the student will not have not studied a module which is now designated as core, the Programme Coordinator may grant permission for the student to undertake this module when it is next offered in addition to any modules still to be completed.

238 A student who withdraws other than at the end of a successfully completed stage of the programme may apply to the Programme Coordinator to resume their studies. The Programme Coordinator may approve the application subject to the conditions set out in paragraph 236 and further subject to:

(a) It being possible to define the point of return taking into account any incomplete modules or assessments without giving the student any unfair advantage over other students
(b) confirmation that the student maintained satisfactory attendance and submission during the original period of study (other than where that was the result of mitigating circumstances which had been accepted by the Mitigating Circumstances Panel).

239 Re-enrolment does not apply to a student who has failed the programme as specified in these Regulations.

Results and Official Transcripts

Notification of assessment results

240 All students will be provided in confidence through Canvas with the marks for each of their modules on a date published in advance after the Module Boards have confirmed the marks awarded. At the end of a stage marks will be released following the Programme Board and confirming the decisions of that Board.

241 Notifications will indicate whether the mark awarded has been achieved following reassessment or whether mitigating circumstances have been taken into account.

242 Marks and progression decisions **must** not be communicated verbally under any circumstances or by any means other than through communication from the Registrar's office.

243 The University may withhold the marks and progression decisions of students who have failed to pay their tuition fees. However, any such students may be given details of the component(s) of assessment that they have failed in order to prepare for their re-assessment(s).

244 It is the responsibility of students to find out their marks after they have been released.

Official Transcripts

245 Provided they are not in debt to the University for payment of tuition fees exceeding £50, all students will be provided with a full Official Transcript for all credits and marks awarded following successful or unsuccessful completion of the programme, or their withdrawal from the programme.

246 Each transcript will record the following information:

(a) modules passed by compensation, and showing the uncompensated mark for the module
(b) for modules passed by reassessment, the capped reassessment mark and an indication that the module was reassessed
(c) the original marks and the marks achieved following repeating a module where the repeat was permitted on academic grounds
(d) the original marks where the student was denied reassessment in all modules and the student was permitted to repeat the stage on academic grounds
(e) marks of zero whether awarded for lack of academic content in the assessment or for non-submission
(f) the highest of the two marks where both attempts at a module were failed
(g) credit transferred from another University of Gibraltar programme and credit transferred from another degree awarding body, making explicit the level and volume of that credit and how it has been used towards the University of Gibraltar qualification
(h) where a student's programme has been terminated for reason of academic misconduct (determined in accordance with the Code on Academic Misconduct (QH:C7)), the fact of, and reason for, the termination of the programme.

247 The following will not be recorded on the transcript:

(a) any indication that mitigating circumstances have been taken into account in relation to any module or the programme as whole
(b) any indication that a student was awarded a 'pass with mitigation' for a module
(c) the marks awarded for the original attempts at a stage where the student was granted permission to repeat the stage on grounds of mitigating circumstances.

248 The Official Transcript will indicate the number of credits awarded under the UK Credit Accumulation and Transfer Scheme and the European Credit Transfer and Accumulation System.

Award and Conferment

Award

249 A qualification is awarded on the date when the recommendations of the Programme Board are approved by Academic Board. The date of award will appear on the Official Transcript.

Conferment

250 A qualification is conferred on each student who has met the University's requirements for the qualification and been awarded the qualification as defined above at a degree (or equivalent) ceremony designated for the purpose, whether or not the student attends the degree ceremony in person or elects conferment *in absentia*. An official certificate will be issued at the ceremony or will be sent to the graduate following the ceremony and will bear the date of the relevant ceremony.

Students in debt

251 A student will not be provided with an Official Transcript, be awarded a qualification or be permitted to participate in a degree or other ceremony where they are in debt to the University for the payment of tuition fees, provided the sum involved is greater than £50.

Revoking a qualification

252 The University is empowered to revoke any award of a qualification or credit where it is established to the satisfaction of the Academic Board that:

(a) there was an administrative error in the award made under the procedures required by the University, including an error in calculating results
(b) the qualification or credit was achieved in whole or in part through any form of academic misconduct which has been investigated and judged proven by an Academic Misconduct Panel or any unfitness to practise which has been investigated and judged proven by a Fitness to Practise Panel
(c) the student obtained entry to a University programme based on qualifications and/or experience which have subsequently been proven to be false or substantially mispresented.

CHAPTER II: UNDERGRADUATE CERTIFICATES AND DIPLOMAS

Programmes

Programme stages

253 Programmes (in whichever mode offered) leading to the award of the Certificate of Higher Education consist of a single stage of 120 credits.

254 For the purposes of progression programmes (in whichever mode offered) leading to the award of the Diploma of Higher Education are divided into stages as follows:

Certificate stage	- first 120 credits at level 4
Diploma stage	- second 120 credits at level 5.

Module registration

255 Students must register for modules having a total value of exactly 120 credits in each stage of the programme. A module being undertaken as a repeat module under paragraph 105 is disregarded for these purposes

256 A student is not permitted to undertake more than 120 credits in a single stage other than with the express approval of the Programme Coordinator. Where such approval is granted the student is required to pass all credits attempted to progress to the next stage or to the award and credits achieved over and above the 120 credits required for the stage will not be carried over and counted towards the next stage of the programme.

Progression and award

Certificates

Progression to the award

257 A student who is awarded a pass in all modules for the Certificate will be awarded the Certificate of Higher Education in the named subject for which the student registered.

Admission to the Diploma

258 A student who is awarded the Certificate **may** be admitted to a programme leading to the award of a Diploma in the same or closely related subject, provided that the University's requirements for entry remain satisfied and subject to the availability of the programme.

Pass by compensation

259 Excluding any module declared in the programme specification to be non-compensatable, a 15 credit module awarded a mark of 35-39 following either first or second attempt, **must** be awarded a pass by compensation provided that:

(a) the weighted average of all the marks for the stage is 40 or greater
(b) no other mark for the stage is below 40.

260 A student who has not been reassessed **may** waive the right to pass a module by compensation and choose instead to be reassessed. If the reassessment is subsequently failed then the original pass by compensation **must** be reinstated.

261 Where a pass by compensation is awarded, the student is awarded the credits for the module.

Repeating a stage (academic grounds)

262 A student on the Certificate who fails more than 60 credits at first attempt will not be permitted to undertake reassessment in any of the failed modules. At the discretion of the Programme Board, the student **may** be permitted to repeat the modules for the programme in their entirety, on academic grounds.

263 Where a repeat stage is permitted all credits gained during the original attempt cease to count towards the Certificate, and the entire stage will be repeated.

Awarding credits

264 A student who has not achieved a pass in all modules after reassessment, or after any permitted repeat, will be awarded the credits for all passed modules.

265 A student who has not achieved the award of the Certificate is not permitted to be re-admitted to a programme leading to the award of a Certificate in the same or a closely related subject.

Diplomas

Progression

266 A student who is awarded a pass in all modules in the stage progresses to the following stage or to the award of the Diploma.

Admission to the Bachelor's degree

267 A student who is awarded the Diploma **may** be admitted to a programme leading to the award of a Bachelor's degree in the same or closely related subject, provided that the University's requirements for entry remain satisfied and subject to the availability of the programme.

Continuation by reason of mitigating circumstances

268 A student who has not completed the assessments (whether first or second attempts) for all the modules of the stage as a result of mitigating circumstances approved by the Mitigating Circumstances Panel, may, at the discretion of the Programme Board, be permitted to continue to the following stage of the programme, and thereafter be considered for progression from the former stage once those assessments have been completed.

269 In exercising its discretion the Programme Board **must** have regard to the likely ability of the student to successfully undertake both the outstanding assessments and the work required for the next stage of the programme.

270 A student who is not permitted to continue as defined in paragraph 268 is required to suspend their studies and complete the outstanding assessments during the period of suspension.

Pass by compensation

271 Excluding any module declared in the programme specification to be non-compensatable, any 15 credit module awarded a mark of 35-39 following either first or second attempt, **must** be awarded a pass by compensation provided that:

(a) the weighted average of all the marks for the stage is 40 or greater
(b) no other mark for the stage is below 40
(c) the limit of 30 credits compensation for the Diploma will not be exceeded.

272 A student who has not been reassessed **may** waive the right to pass a module by compensation and choose instead to be reassessed. If the reassessment is subsequently failed then the original pass by compensation **must** be reinstated.

273 Where a pass by compensation is awarded, the student is awarded the credits for the module.

Progression with a fail outstanding

274 A student who has failed a 15 credit module at the Certificate stage following reassessment with a mark of <35 or who is not eligible for compensation in that module, **may**, at the discretion of the Programme Board, be permitted to repeat the module at the same time as undertaking the modules for the next stage of the programme. Repeating the module means that the student must comply with the full attendance and assessment requirements of the module.

275 A repeat is not allowed where the module in question is a pre-requisite for a core module on the next stage of the programme.

276 In exercising its discretion the Programme Board **must** have regard to the capability of the student to undertake the workload required by undertaking 135 credits during the academic year as well as the student's potential to succeed.

277 Where the failed module is not a core module, the Programme Board **may** allow the student to undertake another module by substitution provided it comes from within the permitted modules for the programme and is of the same credit value and level. Permission **may** be granted where this would resolve difficulties arising from timetable limitations, fundamental changes to the original module or related circumstances.

278 The mark achieved for the repeat module will be substituted for the original failed mark after which the student **must** be reconsidered for progression from the former stage under paragraph 266. The mark obtained for a repeated module does not form part of the assessment of the stage of the programme taken at the same time as the repeated module.

279 Subject to paragraph 88, a student who fails the repeated module will have the right to be reassessed and thereafter re-considered for progression from the former stage under paragraph 266.

Repeating a stage (academic grounds)

280 A student on the Diploma stage who fails more than 60 credits at first attempt will not be permitted to undertake reassessment in any of the failed modules and will be deemed ineligible to proceed further with the programme. At the discretion of the Programme Board, the student **may** be permitted to repeat the modules for the programme in their entirety, on academic grounds. Credits originally awarded during the stage to be repeated will be disregarded for the purposes of the qualification.

281 Where a repeat stage is permitted all credits gained during the original attempt cease to count towards the degree, and the entire stage will be repeated.

Awards

282 A student who is ineligible to progress to the Diploma stage will be awarded the credits for all passed modules.

283 A student who is ineligible to progress to the award of the Diploma:

(a) who has achieved 120 or more credits will be awarded the Certificate of Higher Education in the named subject for which the student registered
(b) who has achieved fewer than 120 credits will be awarded the credits for all passed modules.

284 A student who has not achieved the award of the Diploma is not permitted to be re-admitted to a programme leading to the award of a Certificate or Diploma in the same or a closely related subject.

CHAPTER III: FOUNDATION DEGREES

[this is a placeholder in the event that the University decides to offer Foundation Degrees in the future]

CHAPTER IV: BACHELOR'S DEGREES

Programmes

Programmes involving more than one subject

285 Programmes leading to the Bachelor's, Ordinary degrees may comprise one, two or three main subjects.

286 Programmes comprising two main subjects are classified as:

(a) 'and' degrees involving an equal number of credits in each of the two subjects
(b) 'with' degrees involving approximately 75% of the credits in the first named subject and the remainder in the second named subject.

287 Programmes involving three main subjects are classified as 'Combined Honours' and comprise an equal number of credits of each of the three subjects.

Programme stages – Bachelor's degrees with Honours

288 For the purposes of progression the University's programmes are divided into stages as follows:

(a) For 360 credit Honours degree programmes:

The Certificate stage	first 120 credits at level 4
The Diploma stage	second 120 credits at level 5
The Honours stage	final 120 credits, at levels 5 or 6 with at least 100 credits at level 6

(b) For 480 credit Honours degree programmes involving a year abroad or in industry:

The Certificate stage	first 120 credits at level 4
The Diploma stage	second 120 credits at level 5

The Post-Diploma stage	third 120 credits at level 5 (abroad/in industry)
The Honours stage	final 120 credits at levels 5 and 6 with at least 100 credits at level 6

(c) For 300 credit Ordinary degree programmes each stage will be as follows:

The Intermediate stage	first 180 credits, at levels 4 and 5, including credits transferred from the Certificate and Diploma stage of an Honours degree programme
The Final stage	final 120 credits, at levels 5 or 6, including credits transferred from the Diploma stage of an Honours degree programme, with at least 60 credits at level 6

Structure of full-time programmes

289 Each programme leading to a Bachelor's degree typically includes a single 60 credit module in the form of a dissertation, project or equivalent at level 6 in the Honours stage.

Module registration

290 With the exception of the Intermediate stage of Ordinary degree, students must register for modules having a total value of exactly 120 credits in each stage of the programme. A module being undertaken as a repeat module under paragraph 105 is disregarded for these purposes.

291 A student on the Intermediate stage of Ordinary degree must register for modules which enable the achievement of 180 credits by the end of stage taking into account the credits achieved on the Certificate stage of the Honours degree.

292 A student is not permitted to undertake more than 120 credits in a single stage other than with the express approval of the Programme Coordinator. Where such approval is granted the student is required to pass all credits attempted to progress to the next stage or to the award and credits achieved over and above the 120 credits required for the stage will not be carried over and counted towards the next stage of the programme.

Progression and award

Bachelor's with Honours

Progression

293 A student who is awarded a pass in all modules in the stage progresses to the following stage or to the Honours stage of the named 360 credit Bachelor's degree.

Continuation - mitigating circumstances

294 A student who has not completed the assessments (whether first or second attempts) for all the modules of the stage as a result of mitigating circumstances, **may**, at the discretion of the Programme Board, be permitted to continue to the following stage of the programme, and thereafter be considered for progression from the former stage once those assessments have been completed.

295 In exercising its discretion the Programme Board **must** have regard to the likely ability of the student to successfully undertake both the outstanding assessments and the work required for the next stage of the programme.

296 A student who is not permitted to continue as defined in paragraph 294 is required to suspend their studies and complete the outstanding assessments during the period of suspension.

Pass by compensation

297 Excluding any module declared in the programme specification to be non-compensatable, any 15 credit module awarded a mark of 35-39 (45-49 at the Master's stage) following either first or second attempt, **must** be awarded a pass by compensation provided that:

(a) the weighted average of all the marks for the stage is 40 or greater (50 or greater at the Master's stage)
(b) no other mark for the stage is below 40 (50 at the Master's stage)
(c) the limit of 45 credits for the award will not be exceeded.

298 A student who has not been reassessed **may** waive the right to pass a module by compensation and choose instead to be reassessed. If the reassessment is subsequently failed then the original pass by compensation will be reinstated.

299 Where a pass by compensation is awarded, the student is awarded the credits for the module.

Progression with a fail outstanding (academic grounds)

300 A student who has failed a 15 credit module at the Certificate or Diploma stage following reassessment with a mark of <35 or who is not eligible for compensation in that module, **may**, at the discretion of the Programme Board, be permitted to repeat the module at the same time as undertaking the modules for the next stage of the programme. Repeating the module means that the student must comply with the full attendance and assessment requirements of the module.

301 A repeat is not allowed where the module in question is a pre-requisite for a core module on the next stage of the programme.

302 In exercising its discretion the Programme Board **must** have regard to the capability of the student to undertake the workload required by undertaking 135 credits during the academic year as well as the student's potential to succeed.

303 The Programme Board **may** allow the student to undertake another module by substitution provided it comes from within the permitted modules for the programme and is of the same credit value and level. Permission **may** be granted where this would resolve difficulties arising from timetable limitations, fundamental changes to the original module or related circumstances.

304 The mark achieved for the repeat module will be substituted for the original failed mark after which the student must be reconsidered for progression from the former stage under paragraph 293. The mark obtained for a repeated module does not form part of the assessment of the stage of the programme taken at the same time as the repeated module.

305 Subject to paragraph 88, a student who fails a repeated module will have the right to be reassessed and thereafter re-considered for progression from the former stage under paragraph 293 onwards.

Repeating a stage (academic grounds)

306 A student on the Certificate stage of the Honours degree, who fails more than 60 credits in that stage at first attempt will not be permitted to undertake reassessment in any of the failed modules and will be deemed ineligible to proceed further with the programme.

307 At the discretion of the Programme Board, the student **may** be permitted to repeat the stage in question in its entirety, on academic grounds. Credits originally awarded during the stage to be repeated will be disregarded for the purposes of the degree.

308 Where a repeat stage is permitted all credits gained during the original attempt cease to count towards the degree, and the entire stage will be repeated.

Consequences of ineligibility to progress to an Honours degree

309 A student ineligible to progress from the Certificate to the Diploma stage of an Honours degree:

(a) with at least 75 credits will be transferred to the Ordinary degree, or
(b) with fewer than 75 credits will be failed, but awarded the credits for all passed modules.

310 A student ineligible to progress from the Diploma to the Honours or Post-Diploma stage of an Honours degree, as appropriate:

(a) with at least 180 credits will be transferred to the Ordinary degree, or
(b) with fewer than 180 credits but at least 120 credits will be awarded a Certificate of Higher Education, or
(c) with fewer than 120 credits will be failed, but awarded the credits for all passed modules.

311 A student ineligible to progress from the Post-Diploma to the Honours stage of an Honours degree or from the Honours stage to the classification, as appropriate:

(a) with at least 300 credits and 60 credits at level 6 will be awarded an Ordinary degree, or
(b) with fewer than 300 credits but at least 240 will be awarded a Diploma of Higher Education.

Ordinary Degree

Transfer to an Ordinary degree

312 Students who are required to transfer to an Ordinary degree may, with the approval of the Programme Board, transfer either to the Ordinary degree associated with their original Honours degree or to the Ordinary degree associated with a related Single Honours degree.

Progression to the Final stage

313 A student on the Intermediate Stage of an Ordinary Degree who has achieved a pass mark in at least 180 credits progresses to the Final stage of the Ordinary degree.

Continuation - mitigating circumstances

314 A student who has not completed the assessments (whether first or second attempts) for all the modules of the Intermediate stage as a result of mitigating circumstances, may, at the discretion of the Programme Board, be permitted to continue to the following stage of the programme, and thereafter be considered for progression from the former stage once those assessments have been completed.

Progression to the Award

315 A student on the Final stage of an Ordinary Degree who has achieved a pass in at least 300 credits for the degree progresses to the unclassified award.

Pass by compensation

316 Excluding any module declared in the programme specification to be non-compensatable, any 15 credit module in the Final stage awarded a mark of 35-39 following either first or second attempt **must** be awarded a pass by compensation provided that:

(a) the weighted average of all the marks for the stage is 40 or greater
(b) no other mark for the stage is below 40
(c) the limit of 30 credits for the Ordinary degree as a whole (including those credits transferred from the Certificate stage of the Honours degree) will not be exceeded.

317 A student who has not been reassessed **may** waive the right to pass a module by compensation and choose instead to be reassessed. If the reassessment is subsequently failed then the original pass by compensation **must** be reinstated.

318 Where a pass by compensation is awarded, the student is awarded the credits for the module.

Consequences of ineligibility to progress to the award of an Ordinary degree

319 A student ineligible to progress to the Final stage of an Ordinary degree:

(a) with at least 120 credits will be awarded a Certificate of Higher Education, or
(b) with fewer than 120 credits will be failed, but awarded the credits for all passed modules.

320 A student ineligible to progress to the award of an Ordinary degree:

(a) with at least 240 credits will be awarded a Diploma of Higher Education, or
(b) with at least 120 credits will be awarded a Certificate of Higher Education.

Transfer from an Ordinary degree to the Honours stage of an Honours degree

321 A student for the Ordinary degree who achieves a weighted average of 60+ in the Final stage of that degree and who has gained the credits for all core modules from the Certificate and Diploma stages of the associated Honours degree **may** waive the right to the award of the Ordinary degree and progress to the Honours stage of the associated Honours degree programme.

322 A student who meets these requirements, except for the weighted average of 60+, may, at the discretion of the Programme Board, be permitted to progress to the Honours stage of the Associated Honours degree programme. In exercising its discretion the Programme Board

must take into consideration the student's academic record throughout the programme, including attendance and submission.

323 The Honours classification of a student under paragraphs 321 or 322 will be calculated as follows:

(a) the most recent 120 credits, including 60 from the Final stage of the Ordinary degree will form the Honours stage of the Honours degree
(b) the previous 120 credits of the Ordinary degree will form the Diploma stage of the Honours degree.

Honours classifications

324 Honours degrees may be awarded with Honours in the first class, second class (division 1), second class (division 2), or third class, according to the following scale:

70 - 100	First class
60 - 69	Upper second class
50 - 59	Lower second class
40 - 49	Third class

325 The class awarded will be determined by the Programme Board subject to the following:

(a) a student's performance in the Certificate stage of a degree programme will not count towards the classification unless explicitly approved by the Academic Quality and Standards Committee
(b) a student's performance in achieving credit which is accepted towards the programme in accordance with these Regulations will be disregarded for the purposes of the classification unless that credit was awarded by the University as a result of a module or modules delivered by the University or one of its partners.
(c) in the case of Top-Up Bachelor's with Honours, a student's performance in only the 120 credits attained at Level 6 will count towards the classification.

326 Programmes leading to the award of the Bachelor's degree will be weighted for classification purposes as follows:

(a) the average mark for the 120 credits at level 5 in the Diploma stage will be weighted 33%
(b) the average mark for the 120 credits at level 6 in the Honours stage will be weighted 67%.

327 Subject to paragraphs 328-329, a student must be awarded the class which is equal to that indicated by the weighted average of the student's performances as defined in paragraph 326 for Bachelor's degrees.

328 A student who achieves a weighted average (as defined above) of 68.45-69.44 or 58.45-59.44, or 48.45-49.44 is entitled to the higher classification where, and only where, more than 50% of the credits which count towards the weighted average are in the higher class. The higher classification **must not** be awarded where these criteria are not met.

329 Where a student who achieves a weighted average (as defined above) of 68.45-69.44 or 58.45-59.44, or 48.45-49.44 but does not meet the criteria in paragraph 328, they **may** be considered for the higher classification where an application for mitigating circumstances has been accepted by the relevant Mitigating Circumstances Panel and has not previously been considered by one or more Module Boards. The Programme Board will determine whether it is likely that the student would have achieved the higher classification under paragraphs 327 or 328 but for the mitigating circumstances.

CHAPTER V: PGCE

Admission to a Programme

330 To be admitted to a programme leading to the award of a PGCE a student **must**:

(a) either have been awarded professional qualification(s) and/or gained relevant professional experience as approved by the University, or
(b) been awarded an undergraduate degree normally in the first or second class in an appropriate subject of this University, or of another degree-awarding body, and
(c) satisfied the University's requirements for admission to the University and
(d) such entry requirements as are specified for the particular programme.

Programmes

Programme stages

331 Programmes leading to the award of a PGCE consist of a single stage of 60 credits.

Module levels

332 All modules are at level 7.

Module registration

333 Students must register for modules having a total value of exactly 60 credits.

Progression and award

Progression to the award

334 A student who is awarded a pass in all modules for the PGCE will be awarded the PGCE in the named subject for which the student registered.

Distinction

335 A student will be awarded the PGCE with distinction provided that the student has achieved a weighted average of 70 or greater in all modules in the programme.

Admission to the Diploma

336 A student who is awarded the Certificate may be admitted to a programme leading to the award of a Diploma in the same or closely related subject, provided that the University's requirements for entry remain satisfied and subject to the availability of the programme.

Awarding credits

337 A student who has not achieved a pass in all modules after reassessment is awarded the credits for all passed modules.

CHAPTER VI: POSTGRADUATE CERTIFICATES AND DIPLOMAS

Admission to a Programme

338 To be admitted to a programme leading to the award of a Postgraduate Certificate or Diploma a student **must**:

(e) either have been awarded professional qualification(s) and/or gained relevant professional experience as approved by the University, or
(f) been awarded an undergraduate degree normally in the first or second class in an appropriate subject of this University, or of another degree-awarding body, and
(g) satisfied the University's requirements for admission to the University and
(h) such entry requirements as are specified for the particular programme.

Programmes

Programme stages

339 Programmes leading to the award of a Postgraduate Certificate consist of a single stage of 60 credits.

340 Programmes leading to the award of a Postgraduate Diploma consist of a single stage of 120 credits.

Module levels

341 All modules are at level 7.

Module registration

342 Students must register for modules having a total value of exactly 60 credits for the Postgraduate Certificate and 120 credits for the Postgraduate Diploma.

Progression and award

Postgraduate Certificates

Progression to the award

343 A student who is awarded a pass in all modules for the Certificate will be awarded the Postgraduate Certificate in the named subject for which the student registered.

Admission to the Diploma

344 A student who is awarded the Certificate may be admitted to a programme leading to the award of a Diploma in the same or closely related subject, provided that the University's requirements for entry remain satisfied and subject to the availability of the programme.

Awarding credits

345 A student who has not achieved a pass in all modules after reassessment is awarded the credits for all passed modules.

Postgraduate Diplomas

Progression

346 A student who is awarded a pass in all modules for the Diploma will be awarded the Postgraduate Diploma in the named subject for which the student registered.

Admission to the Master's degree

347 A student who is awarded the Diploma may be admitted to a programme leading to the award of a Master's degree in the same or closely related subject, provided that the University's requirements for entry remain satisfied and subject to the availability of the programme.

Pass by compensation

348 Excluding any module declared in the programme specification to be non-compensatable, any 15 credit module awarded a mark of 45-49 following either first or second attempt, **must** be awarded a pass by compensation provided that:

(a) the weighted average of all the marks for the stage is 50 or greater
(b) no more than two modules have been awarded a mark below 45
(c) the compensation limit of 30 credits will not be exceeded.

349 A student who has not been reassessed may waive the right to pass a module by compensation and choose instead to be reassessed. If the reassessment is subsequently failed then the original pass by compensation **must** be reinstated.

350 Where a pass by compensation is awarded, the student is awarded the credits for the module.

Ineligibility to progress to the award

351 A student who is ineligible to progress to the award:

(a) with at least 60 credits, will be awarded the Postgraduate Certificate
(b) will be awarded the credits for all passed modules.

CHAPTER VII: MASTER'S DEGREES

Admission to a Programme

352 To be admitted to a programme leading to the award of a Master's degree a student must:

(a) either have been awarded professional qualification(s) and/or gained relevant professional experience as approved by the University, or
(b) been awarded an undergraduate degree normally in the first or second class in an appropriate subject of this University, or of another degree-awarding body, and
(c) the University's requirements for admission to the University and
(d) such entry requirements as are specified for the particular programme.

Programmes

Structure of Master's degree programmes

353 Programmes leading to the award of the Master's degree must include a 60 credit dissertation at the Master's stage. 'Dissertation' in these Regulations includes any equivalent 60 credit level 7 assessment activity which is appropriate for the subject in question.

354 All modules including the dissertation are at level 7.

Programme stages

355 For the purpose of continuation or progression each programme is divided into stages as follows:

The Diploma stage	first 120 credits
The Master's stage	final 60 credits.

Module registration

356 A full-time student must register for modules having a total value of exactly 120 credits for the Diploma stage. A module being undertaken as a repeat module under paragraph 105 is disregarded for these purposes.

357 A student is not permitted to undertake more than 120 credits in the Diploma stage other than with the express approval of the Programme Coordinator. Where such approval is granted the student is required to pass all credits attempted to progress to the next stage or to the award and credits achieved over and above the 120 credits required for the stage will not be carried over and counted towards the next stage of the programme.

Progression and award

Progression to the Master's stage

Progression

358 A student who is awarded a pass in all modules in the Diploma stage progresses to the Master's stage.

Continuation - mitigating circumstances

359 A student who has not completed the assessments (whether first or second attempts) for all the modules of the Diploma stage as a result of mitigating circumstances, may, at the discretion of the Programme Board, be permitted to continue to the Master's stage of the programme, and thereafter be considered for progression from the former stage once those assessments have been completed.

360 In exercising its discretion the Programme Board will have regard to the likely ability of the student to successfully undertake both the outstanding assessments and the work required for the dissertation.

361 A student who is not permitted to continue as defined in paragraph 359 is required to suspend their studies and complete the outstanding assessments during the period of suspension.

Pass by compensation

362 Excluding any module declared in the programme specification to be non-compensatable, any 15 credit module awarded a mark of 45-49 following either first or second attempt, **must** be awarded a pass by compensation provided that:

(a) the weighted average of all the marks for the stage is 50 or greater, and
(b) no more than two modules have been awarded a mark below 45
(c) the compensation limit of 30 credits will not be exceeded.

363 A student who has not been reassessed may waive the right to pass a module by compensation and choose instead to be reassessed. If the reassessment is subsequently failed then the original pass by compensation **must** be reinstated.

364 Where a pass by compensation is awarded, the student is awarded the credits for the module.

Exclusion from the Master's stage pending reassessment

365 A student who has failed up to 30 credits at the Diploma stage at first attempt may be permitted to commence the Master's stage pending reassessment of the failed modules, at the discretion of the Programme Board. In deciding whether to allow such 'commencement' the Board **must** take into account the reasons for the failure, and the likelihood of the student being able to successfully undertake the Master's stage at the same time as undertaking the reassessments.

366 A student not permitted to commence the Master's stage, or who fails more than 30 credits, will not be permitted to receive supervision or undertake research or other study for the Master's stage dissertation, project or folio, but will be entitled to such access to university facilities as appropriate to facilitate undertaking the reassessments. On completion of the reassessments the student will be reconsidered for progression to the Master's stage.

Progression with a fail outstanding

367 A student who has failed a 15 credit module at the Diploma stage following reassessment with a mark of <50 or who is not eligible for compensation in that module, may, at the discretion of the Programme Board, be permitted to repeat the module at the same time as undertaking the Master's stage. Repeating the module means that the student must comply with the full attendance and assessment requirements of the module.

368 In exercising its discretion the Programme Board **must** have regard to the capability of the student to undertake the workload required by undertaking the repeat module at the same time as undertaking the dissertation, as well as the student's potential to succeed.

369 The Programme Board may allow the student to undertake another module by substitution provided it comes from within the permitted modules for the programme and is of the same credit value and level. Permission may be granted where this would resolve difficulties arising from timetable limitations, fundamental changes to the original module or related circumstances.

370 The mark achieved for the repeat module is substituted for the original failed mark after which the student must be reconsidered for progression from the Diploma stage.

371 A student who fails the repeated module after reassessment and who is not eligible for compensation under paragraph 362, is deemed to have failed the Master's degree. Eligibility for an award will be determined in accordance with paragraph 372.

Ineligibility to progress to the Master's stage

372 A student who is not eligible to progress to the Master's stage under the above paragraphs will be failed but awarded:

(a) with at least 60 credits passed, the Postgraduate Certificate in the named subject
(b) with fewer than 60 credits passed, the credits for all passed modules.

The Master's stage dissertation

Submission deadlines

373 The deadline for the submission of the Master's dissertation is published in the programme handbook prior to the start of the Master's degree.

Format for submission

374 Two copies of the dissertation must be submitted, which may be retained by, and be the property of, the University. Dissertations **must** be bound and otherwise presented in accordance with the format published in the programme handbook prior to the start of the Master's degree.

Originality

375 A student **must not** submit as a dissertation the work for which a qualification of this University or any other institution has been conferred, but will not be precluded from incorporating such work in a submission which covers a wider, or substantially different field from that of earlier work, provided that the same is indicated clearly in the current submission.

Extensions

376 A student who is unable to submit the dissertation by the published submission date may apply, using the approved application form, to the relevant Programme Coordinator for an extension of up to one year, provided the application is submitted before the expiry of the published submission date, and provided the application includes the following information:

(a) an explanation of the progress made to date
(b) an explanation of why the student has not been able to submit by the submission date
(c) a date by which the student firmly believes they will be able to submit.

377 A student who has been granted an extension under paragraph 376, and is unable to submit the dissertation by the extended deadline may, exceptionally, apply, using the approved application form, to the Academic Quality and Learning Manager for a further and final extension, provided the application is submitted before the expiry of the published submission date, and provided the application includes the information set out in paragraph 376.

Non-submission

378 Where a student fails to submit the dissertation by the published deadline or any extended deadline granted under paragraph 376 or 377 a mark of zero **must** be awarded for the dissertation.

379 Where the non-submission constitutes a first attempt, the Module Board **may** deny the student a further opportunity to submit where it considers that the non-submission is the result of a lack of commitment on the part of the student.

Re-submission

380 Subject to paragraph 379, a student who fails the dissertation following a first submission will be permitted to resubmit the dissertation within six months of the date of being officially notified of the result.

381 A student who is unable to re-submit the dissertation within the prescribed six months may apply for a final extension using the approved application form, to the Academic Quality and Learning Manager provided the application is submitted before the expiry of the six month deadline, and provided the application includes the information set out in paragraph 376.

Feedback from the Examiners

382 A student who fails the dissertation either at first or second attempt – other than due to non-submission - will be entitled to receive a statement from the Examiners of the way in which the work fell short of the requirements to pass. Feedback will be provided within 14 University working days of the official notification of the result.

Progression to the Award

Award of the Master's degree

383 A student who has achieved 120 credits at the Diploma stage and who has passed the Master's dissertation, progresses to the Award.

Distinction

384 A student will be awarded the Master's degree with distinction provided that the student has achieved:

(a) a weighted average of 70 or greater at the Diploma and Master's stages
(b) no modules in the Diploma stage were compensated
(c) a mark of no less than 70 in the Master's stage.

385 A student who achieves a weighted average of 68.45-69.44 is entitled to the award of distinction where, and only where:

(a) 60 or more credits from the Diploma stage achieved marks of 70 or more
(b) no modules in the Diploma stage were compensated
(c) a mark of 70 or more was achieved in the Master stage.

Merit

386 A student will be awarded the Master's degree with merit provided that the student has achieved:

(a) a weighted average of 60 or greater at the Diploma and Master's stages
(b) no modules in the Diploma stage were compensated

387 A student who achieves a weighted average of 58.45-59.44 is entitled to the award of merit where, and only where:

(a) 60 or more credits from the Diploma stage achieved marks of 60 or more
(b) no modules in the Diploma stage were compensated
(c) a mark of 60 or more was achieved in the Master stage.

Mitigating circumstances

388 Where a student who achieves a weighted average 68.45-69.44 or 58.45-59.44, but does not meet the criteria in paragraph 385 or 387 respectively, they **may** be considered for the higher classification where an application for mitigating circumstances has been accepted by the relevant Mitigating Circumstances Panel and has not previously been considered by one or more Module Boards. The Programme Board will determine whether it is likely that the student would have achieved the higher classification under paragraphs 385 or 387 respectively but for the mitigating circumstances.

Ineligibility to Progress to the Award

389 A student who is ineligible to progress to the award of the Master's degree will be failed but awarded:

(a) with 120 credits, a Postgraduate Diploma
(b) with 60 or more credits but fewer than 120, a Postgraduate Certificate
(c) with fewer than 60 credits, the credits for all modules passed.

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